



Language Training Programmes
of the Public Service of Canada

VOLUME 4 **Part 2**

**Report of the
Independent
Study on the
Language Training
Programmes of the
Public Service of
Canada**

(under the direction of
Dr. Gilles Bibeau)

Research C

**Study of the
psycho-social
conditions of the
learning and use
of a second
language in the
Public Service of
Canada**

by

Yvon Rodrigue
François Allaire
Lorraine Lebeau
Michel Gilbert

with the collaboration of
Claude Hamel
Roger Tessier
IFG Centre de
recherche et
d'évaluation

1	GENERAL REPORT	2	Research A Methods and instruments used in evaluating	3	Research B Psychological predictors of success in second language training	4	Research C Parts 1 and 2 Psycho-social conditions of the learning and use of a second language
5	Research D The teaching factors	6	Research E1 Student preparation for language training	7	Research E2 Suggestopaedia in the Language Bureau	8	Research E3 Dropouts and withdrawals
9	Research E4 Program of courses in departments	10	Research E5 Research at Language Bureau	11	Research E6 Educational techniques	12	Research E7 Report of interviews with, and comments by, departments

(6)

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Group C Research

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PART TWO

**Results of the studies, before
during and after**

CHAPTER IV

**The public servant's psycho-social conditions
prior to the beginning of his language training**

CHAPTER IV

THE PUBLIC SERVANT'S PSYCHO-SOCIAL CONDITIONS PRIOR TO THE BEGINNING OF HIS LANGUAGE TRAINING

What is the English-speaking public servant's working environment like before he embarks on an LTP? Which of the psycho-social conditions of this organizational environment are favourable and which are unfavourable for the learning and future use of a second language? We shall discuss below the answers we found to these and other questions.

We shall first discuss these public servant's perceptions of the various aspects of their working environment that relate to bilingualism and the comments made on this subject during individual interviews, followed by a brief description of the principal personal characteristics (socio-biographical and psychological) of these individuals in order to determine WHO they are. We shall then examine their attitudes and motivation with regard to the second language. Finally, we shall analyse the relationship between their personal characteristics and their attitudes and motivation and their perception of their working environment.

The final section of this chapter is devoted entirely to suggestions made by the public servants during personal interviews with regard to various aspects of the LTP and their attendant conditions.

4.1 WHAT SORT OF WORKING ENVIRONMENT ARE ENGLISH-SPEAKING PUBLIC SERVANTS IN PRIOR TO THEIR LTP?

We saw in Chapter Two how various aspects of the organization may influence the motivation of the public servant to change, in other words, to become bilingual, and the way in which this change occurs. We therefore attempted to measure those variables which, in theory, would be most important, based on the following general propositions:

- the sense of belonging to a group facilitates change, provided that the intended behaviour is compatible with the norms of the group;
- the greater the influence and prestige of one member, the more influential he can be in instigating change among the others;
- informing people about the circumstances that justify change and about plans for the change that can reduce resistance;
- the more the characteristics of the change are in keeping with existing models, the more readily they are accepted.

We measured these variables by means of the "Questionnaire on the organizational environment", Scale B (see Chapter Three (Section 3.3) for a description of this questionnaire. The questionnaire was administered to the entire sample of English-speaking public servants BEFORE, in other words, to 189 people.

4.1.1 What are the perceptions and reactions of public servants to the conditions surrounding the learning and use of the second language?

4.1.1.1 How are the variables interrelated?

It should be remembered that we have to distinguish between two types of components in the B1 scale:

- factors which are isolated by means of factor analysis (8 factors);
 - "a priori" components, in other words, those made up of variables grouped according to theory or logic, and those containing only a single item (5 components).
- a) The following are the components identified by factor analysis⁴³:
1. membership in a working unit;
 2. the utility of the second language for participation in the activities of the organization;
 3. the lack of support from superiors for the use of the second language at work;
 4. the lack of reinforcement in the use of the second language;
 5. the use of the second language at work prior to taking language training;
 6. the lack of normative support from the working unit for the use of the second language;

⁴³ See section 3.1 of Chapter Three for a definition of these components.

7. resistance to leave the working unit;
8. the use of the second language outside the working environment.

b) The following are the "a priori" components⁴⁴:

9. expectations with regard to the results of the learning process;
10. the perception of the Language Bureau and the extent of the information received;
11. the percentage of English-speaking colleagues in the immediate working environment;
12. the discrepancy between language requirements and the position;
13. the lack of insistence, on the part of interfacing personnel who are native speakers of the other language, to use the second language.

4.1.1.2 Quantified responses of the public servants for each component

The average response rate for the various components was 142.8 responses: in other words, 80% of the public servants surveyed responded to the statements we retained for our analysis. Table 4.1-1- presents a synthesis of public servant's perceptions of their organizational environment. The average scores are calculated on a six-point scale, with a score of 1 signifying disagreement with the statement and 6 signifying agreement. Here we have listed only the average score, the standard deviation and the number of respondents⁴⁵.

⁴⁴ To know the definition of these components, see Chapter Three, section 3.1.

⁴⁵ See Appendix 3, Section 3.1.2 for detailed results.

TABLE 4.1-1-

Synthesis of the perceptions of English-speaking public servants of their organizational environment

	N	Average score	Standard deviation
1. membership in a working unit	156	4.45	0.72
2. utility of the second language for participation in the activities of the organization	157	3.69	0.95
3. lack of support from superiors for the use of the second language at work	155	3.05	0.88
4. lack of reinforcement in the use of the second language	149	3.42	0.75
5. use of the second language at work prior to taking language training	153	2.66	1.27
6. lack of normative support from the working unit for the use of the second language	152	3.22	0.82
7. resistance to leave the working unit	140	2.95	1.07
8. use of the second language outside the working environment	150	2.39	1.02
9. expectations with regard to the results of the learning process	158	4.04	0.89
10. perception of the Language Bureau and of the extent of the information received	150	3.76	0.91
11. percentage of English-speaking colleagues in the immediate work environment	155	5.01	1.37
12. discrepancy between language requirements and the position	144	3.63	1.37
13. lack of insistence, on the part of interfacing personnel who are native speakers of the other language, to use the second language	155	3.93	0.80

4.1.1.3 What actual circumstances are reflected in these statistical results?

Generally speaking, there would appear to be a sharp division of conditions in the organizational environment into favourable and unfavourable.

The conditions that appear most favourable are:

Component 1:

the public servants generally perceive their working unit and its objectives positively; they have a real feeling of belonging to the unit;

Component 9:

the public servants take a positive view of the language training programme; their main expectations are to learn to read French and understand spoken French;

Component 3:

the attitude of their superiors is perceived as being slightly more favourable than unfavourable;

Component 7:

the necessity of leaving the working unit does not appear to constitute an obstacle to learning.

The conditions that appear most unfavourable are:

Component 11:

public servants have little opportunity to come into contact with the second language at work, since, generally speaking, 65% to 80% of their colleagues are Anglophones;

Component 8:

public servants have little contact with the second language outside their working environment;

Component 5:

the public servants' positions, prior to becoming involved in the programme, require very little knowledge of the second language, apart from an occasional requirement to understand spoken French;

Component 13:

in general, Francophones do not insist on being spoken to in French.

The conditions that are both favourable and unfavourable are:

Component 6:

while Francophones suffer no penalties for wanting to speak French, Anglophones still prefer to speak English with Francophones;

Component 10:

while the organization of the Language Bureau seems slightly more efficient than inefficient, the public servants disagreed as to the extent of information received;

Component 12:

language requirements seem more or less in keeping with the requirements of the position;

Component 4:

the use of the second language is more or less reinforced by Francophones, whose reaction appears somewhat ambiguous;

Component 2:

the utility of the second language varies, depending on the circumstances.

By studying the responses to each item, further details about each component can be obtained.

Component 1: membership in a working unit (items 33 to 43).

The most positive responses concerned;

- commitment of the unit's objectives and the validity of its function;
- the degree of co-operation that exists and the respect granted to the individual.

The responses were slightly less positive for:

- friendly relationships;
- the prestige of the unit.

Component 2: the utility of the second language for participation in the activities of the organization (items 53 to 61)

Feelings on this subject are mixed. There is a feeling that French would be useful for:

- contacts with the French-speaking public;
- understanding the behaviour and attitudes of French-speaking colleagues;
- making possible closer relationships with these colleagues.

French would not be useful for:

- understanding the appraisals by superiors;
- receiving instructions from superiors.

The responses are ambivalent with regard to work with colleagues and subordinates.

Component 3: the lack of support from superiors for the use of the second language at work (items 44 to 51)

The most positive element is the attitude of superiors;

- they are in favour of the use of French;

- they set an example by making an effort to learn French;
- attempts to use French are in keeping with their general attitude;

The less positive conditions are related to the fact that:

- it would appear that little is done within the department to facilitate the use of French;
- it is not always clear that the use of French is a priority for the department.

Component 4: the lack of reinforcement in the use of the second language (items 64 to 66, 68, 69, 71 to 73)

The responses are mixed and appear to depend on each public servant's personal experience. The slightly more positive conditions are:

- French-speaking public servants are neither intolerant nor impatient when an Anglophone speaks to them in French;
- French-speaking colleagues within the working unit seem to appreciate being spoken to in French.

The slightly more negative conditions are:

- French-speaking members of the public have a tendency to continue in English when an Anglophone speaks to them in French;
- generally speaking, French-speaking public servants have the same tendency.

Component 5: the use of the second language at work
prior to taking language training

Conditions are generally unfavourable. In carrying out their duties, public servants occasionally have to understand spoken French. They are less frequently required to read or speak and only rarely to write French.

Component 6: lack of normative support from the working unit for the
use of the second language (items 76 to 79, 83 to 87)

Conditions are divided almost equally between favourable and unfavourable. The most positive responses express disagreement with statements expressing very negative conditions:

- at meetings, Anglophones normally take the time to have them explained an idea expressed in French which they have not understood;
- Francophones are not compelled to use English in order to get what they want;
- Francophones who insist on speaking French are not ostracized.

There do not, therefore, appear to be many penalties attached to using French.

The norm which is least supportive of use is the following:

- Anglophones find nothing wrong in making Francophones speak English if they themselves have difficulty in French.

Component 7: resistance to leave the working unit
(items 26 to 28 or 29 to 31)

Generally speaking, there is no resistance among public servants to leave their working unit. They can be divided into two groups:

- those who are not really leaving their working unit; their responses are geared to a hypothetical situation where they would have to leave it (intended resistance);
- those who are really leaving their unit; their responses are based on the real situation (actual resistance).

There is more resistance in the first group than in the second. The reasons for resistance in both groups are primarily personal rather than professional. Overall, the favourable aspect seems to be the fact that leaving the unit does not appear to condition public servants negatively with regard to the learning process. The response rate is nevertheless lower for these items, indicating that some public servants do not have a clear picture of the situation.

Component 8: use of the second language outside the working
environment (items 88 to 91)

The public servants have little contact with French in their family and social environment; they very rarely converse in French with members of their families, acquaintances, or friends, and very rarely read French, watch television, or go see French movies or plays.

Component 9: expectations with regard to the results of the learning process (items 11 to 14)

Generally speaking, public servants have a positive view of the language training programme. Their expectations, however, lie more in the direction of being able to understand spoken French and reading the language than being able to speak it. They are less certain that they will be able to write French.

Component 10: perception of the Language Bureau and of the extent of the information received (items 2 to 5)

As far as the organization of the Language Bureau is concerned, the relative uniformity of the responses would appear to indicate that the majority of public servants regard it as more or less efficient; the responses, however, are weighted slightly towards efficiency.

The variation is greater with regard to the information received, and opinion is divided as to whether it is adequate with regard to both the content of the course and the teaching and evaluation methods.

Component 11: the percentage of English-speaking colleagues (item 15)

Public servants have little opportunity to hear and attempt to speak French, in view of the fact that few of their immediate colleagues are Francophones (0% to 20%).

Component 12: the discrepancy between language requirements and the position (item 21)

The response rate for this item is slightly lower (76%). The statement is perhaps not applicable to all public servants (for example, those who change jobs following their training may perhaps be leaving a position which will remain unilingual). The opinions of those who did respond are divided. It would appear that language requirements are not always in keeping with the position.

Component 13: the lack of support from Francophones in the use of the second language (items 63, 67, 70)

Conditions are more unfavourable than favourable. The immediate French-speaking colleagues are the ones who, more than any, do not insist on being spoken to in French. The French-speaking public is slightly more insistent, as are some public servants in other departments.

4.1.2 What important elements emerge from these results?

In this section we shall examine the qualitative data gathered during individual interviews, compare them with the results of the B1 scale, and identify the strong and weak points that emerge from this comparison.

4.1.2.1 What do English-speaking public servants say about the organizational environment when they can express their opinions in a personal interview?

The object of the personal interview is to obtain bench-mark data on those elements in the public servant's working environment which predispose him positively or negatively towards language training. They give the individual an opportunity to air his views more fully by supplementing his responses by comments. Forty-one English-speaking public servants participated voluntarily in the interviews. They belonged to the main sample of the BEFORE study and the interviews were conducted concurrently with the administration of the tests and questionnaires.

In summary, the question in the interview dealt with:

(a) the public servant's state of mind when he began language training:

- general state of mind;
- perception of the programme;

- perception of the organization of the Language Bureau;
- perception of the teachers;
- perception of the methods;
- perception of the potential utility at work of the material taught at the Language Bureau;
- perception of himself in terms of the language requirements of the position upon his return to his working environment;
- perception of the implementation of bilingualism in the Public Service;

(b) the psycho-social conditions of the public servant's organizational environment

- the positive and negative elements referred to spontaneously by the public servant;
- perception of the utility of the second language at work;
- perception of the attitudes and behaviour of superiors and colleagues.

The responses were divided into three categories on the basis of an analysis of their content: favourable and unfavourable elements, and aspects which were unclear or which involved ambiguous responses.

Table 4.1-2- contains a synthesis of those elements which exercise a positive, negative or ambivalent influence. The percentages indicate the proportion of positive or negative responses in relation to all the responses received to a particular question. The specific responses to each question are given in Appendix 2, Section 2.1.

TABLE 4.1-2-

Synthesis of responses to interviews with English-speaking public servants
BEFORE

	Number of responses	Positive elements %	Negative elements %	Unclear & ambivalent responses %
<u>State of mind</u> of the public servant when he began the LTP:				
- general	87	52.8	47.1	
- perception of the programme	66	62.1	34.9	3
- perception of the organization of the Language Bureau	48	31.2	68.7	
- perception of the teachers	53	96.2	3.8	
- perception of the methods	42	85.7	14.3	
- perception of the potential utility (at work) of the material taught	46	47.9	52.1	
- perception of himself, level of confidence, in terms of the material to be learned	41	68.3	29.2	2.4
- perception of himself, in terms of the language requirements of the position on his return	45	48.9	37.7	13.3
- perception of the imple- mentation of bilingualism in the Public Service	58	25.9	74.1	
SUB TOTAL	468	56.8	41.4	1.8

TABLE 4.1-2- (Cont'd)

Synthesis of responses to interviews with English-speaking public servants
BEFORE

	Number of responses	Positive elements %	Negative elements %	Unclear & ambivalent responses %
Environmental conditions:				
- positive and negative elements referred to spontaneously	219	69.9	30.1	
- perception of the utility of the second language at work:				
- necessity	105	50.5	49.5	
- effectiveness	104	75	25	
- contacts with colleagues	61	88.5	11.5	
- perception of the attitudes of superiors:				
- attitude	43	69.7	30.2	
- behaviour	52	57.7	42.3	
- perception of the attitudes of colleagues:				
- attitude	56	66.1	33.9	
- behaviour	49	42.8	57.1	
SUB TOTAL	689	66.2	33.8	
TOTAL	1175	62.3	36.9	0.8

Overall, the positive elements predominate. This is more apparent with regard to environmental conditions than with regard to the public servants' state of mind.

(c) The conditions of the organizational environment

When the public servants were asked to name spontaneously the positive and negative elements that influenced the way in which they approached the programme, they tended to give more positive responses. The most helpful factors for a certain group of public servants were their degree of personal motivation, the attitude of their superiors to their training, and the opportunities to come into contact with the second language outside the working environment. The other positive elements which emerged in response to more specific questions are:

- the potential effectiveness of the use of French;
- the usefulness of French in interpersonal relations with French-speaking colleagues;
- the attitudes of superiors and colleagues to the bilingualism policy.

The responses were more mixed with regard to:

- the necessity to use French;
- the behaviour of superiors and colleagues;
- the behaviour of superiors and colleagues which would support the use of French.

(d) The public servant's state of mind

Opinions on this score are more divided. Perceptions are positive with regard to the programme, the teachers and the methods, and the public servants generally feel confident of their ability to master the learning. In their view, it would seem that the Language Bureau would benefit from improvement, and that the Official Languages Act legislation is being implemented too inflexibly. Almost half the public servants interviewed felt that the Act is unrealistic, and were opposed to the compulsory aspect of language training.

Opinions are divided on the subject of the potential use at work of the material taught. Some felt that the learning process would be a good starting point, whereas others held the view that what was taught was not relevant to working situations. On the subject of the language requirements, half of the public servants thought they were adequate, a small number were worried, and almost 40% expressed either indifference or the opinion that French would in any case not be used.

The state of mind in general reflects these two extremes: half experience no difficulty whatever in undertaking the programme, while the other half express either anxiety with regard to the adaptation needed to return to work or reluctance because of the lack of usefulness of French in their position.

We can summarize by saying that the most positive elements are those dealing with the educational aspect, while the most negative elements are concerned with the organizational and socio-political aspects. There are both positive and negative aspects with regard to the more personal aspects and the reactions of those in the organizational environment to the Official Languages Act.

Problems seem to stem primarily from:

- the fact that a number of public servants are not convinced of the necessity of using French;
- the passivity of superiors and colleagues on this subject;
- organizational failures:
 - in the Language Bureau;
 - within the department with regard to the implementation of the Act.

4.1.2.2 Do the data from the individual interviews confirm or explain the results of the B1 scale?

Since the interviews involved only a sub-sample of public servants, we will use the data primarily to explain the quantitative results of the B1 scale. Our intention is not to compare the figures themselves, but rather to ascertain whether the trends are the same and to use the public servants' comments to achieve a better understanding of their perceptions and evaluations on the six-point scale.

Although there was considerable overlapping between the questions on both instruments, greater emphasis was placed on the psycho-educational aspect in the interviews, whereas a higher proportion of the questions on the questionnaire dealt with the conditions of the organizational environment. This might explain the generally higher proportion of responses concerning favourable elements obtained from the interviews. It is apparent that public servants have a generally positive perception of the programme, the teachers, and the methods prior to undergoing training.

If we review the factors on the B1 scale, we see that:

(a) the most favourable elements were:

- The level of membership in the working unit: while the interview contained no question on this subject, this is obviously the most positive element; generally speaking, public servants share the goals of their unit and feelings of cooperation and esteem within it.
- The slightly more favourable than unfavourable attitude of superiors: according to the public servants, those in authority endorse the bilingualism policy; the question in the interview concerned their immediate superior; 75% of those interviewed had English-speaking superiors and it would seem that two-thirds of them had a favourable attitude. On the questionnaire, the responses were divided on the subject of the attitudes shown by the superiors to encourage the use of French. The results of the interview were clearer: superiors are favourable but passive; their main gesture is to speak French during moments of relaxation.
- The expectations from the learning process: the public servants believe that they will learn French; their responses are clearer with regard to the receptive activities - understanding spoken and written French - than with regard to speaking and writing. The comments during the interviews were more negative, since a number of public servants, while they believe that they will learn a certain amount of French and that this learning will provide a good starting point, nevertheless feel that it will be inadequate and not sufficiently adapted to working situations.

(b) The most unfavourable elements were:

- The use of the second language at work: the public servants' duties rarely require them to use French or to come into contact with the language. They may occasionally have to understand a Francophone, but they very rarely have to read or speak French and never have to write it. There was no question on the interview dealing with this aspect. Here again, the results of the B1 scale seem sufficiently clear to warrant the conclusion that public servants are (in fact) virtually never required to use French in order to perform their duties before undertaking their training.
- The use of the second language outside the working environment: the responses here are even clearer. Public servants very rarely converse with members of their families, acquaintances, or friends in French and virtually never read French; they rarely watch television in French. While here again there was no question on the interview dealing specifically with this aspect, when the public servants were asked to name the most favourable elements, only 8% of those interviewed mentioned language stimuli outside the working environment. It would therefore appear that the opportunity to come into contact with French would be an advantage when embarking on the course.
- Opportunities to come into contact with Francophones at work: public servants work in a predominantly English-speaking environment - 65% to 80% of their colleagues are Anglophone. The responses during the interview reflected this: 66% had primarily English-speaking colleagues, 22% had primarily French-speaking colleagues belonging to both language groups, and 12% had primarily French-speaking colleagues. Even if 25% to 35% of their colleagues

are Francophone, the question must be asked as to what extent they use French.

- The behaviour of Francophones: we found that, generally speaking, Francophones do not insist on being spoken to in French. The interviews showed that Francophones in predominantly English-speaking environments do not use French as their language of work; some speak French in informal conversation.

(c) The divided elements were:

- The usefulness of the second language for participating in the activities of the organization: in the B1 scale, the view was expressed that French could be useful for working with the public and for interpersonal relations with Francophones; it was not useful for those aspects of work which involved dealings with superiors; the responses were ambivalent with regard to other job-related aspects. In the interviews, French was said to be useful but not really necessary, except for dealings with the public. The reason given was that all colleagues were either English-speaking or bilingual. It was felt that French was primarily useful in relations with Francophones because it made closer understanding possible.
- Normative support for the use of the second language: while no penalties are imposed on Francophones who insist on speaking French, the norms of the unit result in Francophones being asked to speak English on the grounds that Anglophones have more difficulty with the second language. The question in the interviews was different: What is the attitude of your colleagues towards learning

French? While the attitudes of the sample as a whole were predominantly favourable, those of the predominantly English-speaking sub-group were more unfavourable than favourable. It would seem, therefore, that, while Anglophones are not reluctant to be spoken to by Francophones in the latter's mother tongue, they are more so when it comes to using French themselves.

(d) The ambiguous elements were:

- Reinforcement of the use of the second language: French-speaking colleagues and members of the public do not exhibit impatience when Anglophones try to speak French. On the other hand, they give no clear indication that they appreciate such efforts and they have a tendency to continue the conversation in English, probably because it is easier and quicker. The reinforcement of the use of French thus appears to be substantially reduced. The interviews revealed that, in predominantly English-speaking environments, 75% of Francophones are very much in favour of the use of French, although only 37% of the responses indicate behaviour which supports this attitude; Francophones speak French in moments of relaxation and help Anglophones when the latter need their language knowledge. Here again, there is no clear evidence of reinforcement.
- The perception of the Language Bureau and the information it makes available: opinions concerning the organization are divided, although the responses are slightly more positive than negative. The public servants are primarily critical of the information they receive. In the interviews, only one-third thought that the organization was really efficient; the rest thought it was either more or less efficient or definitely inefficient, primarily because of the lack of information and communications.

- The discreprancy between language requirements and the position: here again, the responses were unclear; it would seem that language requirements are not always sufficient in keeping with the actual requirements of the job. In the interviews, when the public servants were asked whether they felt confident with regard to the language requirements when they returned from their training, almost 40% expressed indifference because they were convinced that they would hardly ever have to use French. In answer to the question about the Official Languages Act, 20% of the public servants considered them unrealistic, 20% were opposed to the compulsory aspect of training, and 30% agreed with the Act but felt that it was being implemented too inflexibly and without regard for functional considerations.

4.1.3 What are the strong and weak points of the conditions of the organizational environment?

In summary, if the results of the B1 scale are modified and clarified in terms of those of the interviews, the elements of the organizational environment can be divided into strong, weak, and ambiguous points.

(a) The strong points are:

- the strong sense of membership in the working unit;
- the favourable attitude of superiors;
- the utility of the second language in dealings with the public and in interpersonal relations with Francophones;

- the positive perception of the programme.

(b) The weak points are:

- the lack of contact with the second language prior to training;
- the low level of use of the second language by Francophones themselves;
- the lack of utility of the second language in the position;
- the lack of information from the Language Bureau;
- the shortcomings in the implementation of the Act.

(c) The ambiguous points are:

- the behaviour or actions of those in authority to support the use of the second language;
- the weak reinforcement of its use by Francophones;
- normative support for its use;
- perceptions of the potential for subsequent use of the language knowledge acquired at the Language Bureau.

Let us reconsider the four theoretical propositions cited in the introduction:

"The sense of belonging to a group facilitates change, provided that the intended behaviour is compatible with the norms of the group".

We have seen how this presents no problem in terms of the sense of membership in a working unit: it is in fact the most positive element. Most of the time, however, the units are predominantly English-speaking. The Anglophones have, moreover, a rather sceptical view of the actual utility of the second language in the context of their work, apart from those who deal directly with the public. A number of public servants are critical of the way in which the Official Languages Act is being implemented. In addition, the norms relating to the use of French are not entirely clear; it is acceptable for colleagues to use French, but if problems arise it goes without saying that they will be asked to use English. Neither is the support from Francophones apparent. If the majority of the Anglophones were convinced of the need to use French, the fact of belonging to a group which shared this conviction would support the efforts that public servants have to make to undergo language training. It would seem that there is a need:

- to verify whether language requirements are really in keeping with the requirements of the position;
- in cases where the requirements are justified, to meet with the people concerned to ensure proper communication on the justification for them.

"The greater the influence and prestige of one member, the more influential he can be in instigating change among the others".

The attitude of superiors is favourable to language training and the use of French. It appears, however, that their behaviour is not always consistent with this attitude. A number of superiors are passive with regard to the measures necessary to encourage the use of French and to make it a more integral part of the working environment; we have seen how the majority limit their involvement to speaking French in moments of relaxation. While the need to speak French in any job-related

dealings with their immediate superior would also reinforce the public servants' motivation, all those in positions of authority are either English-speaking or bilingual. Therefore, the impression conveyed to the public servants is: it is important for you to learn French because public servants have to be bilingual and because your position has been designated bilingual, but most of the time you can do your work without the second language. Here again, there is a need to:

- verify the real language requirements of the position;
- in cases where a real need exists, provide a support structure so that those in authority will establish conditions which will facilitate the use of the second language.

"Informing people about the circumstances that justify change and about plans for the change can reduce resistance".

The underlying reasons for the change (becoming bilingual) are not clear to all public servants, since many feel that the second language is not very useful in their office work and that the Act is being implemented too inflexibly, sometimes without regard for real needs. In addition, even though the organization of the Language Bureau is regarded as reasonably efficient, the information it provides is neither complete nor specific enough for some public servants. Once again we are faced with the need to:

- justify to a greater extent the reasons for becoming bilingual and for using the second language;
- provide more complete information in a more personal way on both these reasons and on the way in which the programme is conducted: give advance notice of the beginning of the course, together with explanations of the teaching and appraisal conditions and methods, so that the public servant can adjust more smoothly.

"The more the characteristics of the change are in keeping with existing models, the more readily they are accepted".

The desired change is quite radical, since public servants have very little contact with the second language before embarking on their language training either outside or in the working environment; in the latter situation, there is little need for French to perform their duties and even the Francophones speak mostly English. If the Anglophones were more convinced of the advantages of speaking French, it would be possible to introduce structures that would enable the Francophones to give them more support.

SUMMARY OF SECTION 4.1

In view of the influence which the various elements of the organization in which an individual lives can have on his motivation to change, we measured the variables of the organizational environment most likely to affect the way in which a public servant approaches his language training. These variables were measured by means of the "Questionnaire on the organizational context" (Scale B1), which was administered to all the 189 English-speaking public servants in the BEFORE sample. These results were supplemented by a qualitative analysis of the responses obtained in individual interviews administered to a sub-sample of 41 English-speaking public servants.

By factor analysis, we were able to group the various elements into eight factors; five other components were also identified on the basis of theoretical principles. The interview questions dealt largely with the same elements. The results of the B1 scale, clarified by those of the interviews, enabled us to divide the elements into three groups on the basis of whether they were more or less favourable to the preparation of the public servant prior to his language training.

The favourable elements are:

- (a) the strong sense of belonging to the working unit;
- (b) the favourable attitude of superiors;
- (c) the utility of the second language in dealing with the public and in interpersonal relations with French-speaking colleagues;
- (d) the positive perception of the language training programme.

The unfavourable elements are:

- (a) the lack of contact with the second language prior to language training;
- (b) the lack of use of the second language by Francophones themselves;
- (c) the lack of utility of the second language in the job;
- (d) the shortcomings in the implementation of the Official Languages Act.

The elements where perceptions are divided are:

- (a) the behaviour or actions of persons in authority to support the use of the second language;
- (b) reinforcement of the use of the second language by Francophones;
- (c) normative support of the unit for its use;

- (d) the potential for the subsequent use of the language knowledge acquired at the Language Bureau.

In conclusion:

- (a) although the strong sense of belonging to the working unit should facilitate change, it would appear that most members of the unit are not always convinced of the utility of French, and that the norms which might support the use of the language are not clear;
- (b) although the attitude of those in authority supports the motivation to become bilingual, there would appear to be a discrepancy in terms of concrete actions which would facilitate the use of the second language;
- (c) The information received by public servants could be improved with regard to both the reasons behind the identification of language requirements for positions, and the type of programme and the way in which it is conducted;
- (d) the lack of contact with the second language prior to going on language training does not facilitate the change.

Overall, it would appear that the relationship between the real needs of the position and the official language requirements should be closer, that a greater effort should be made to convince the people involved of the justification for such measures, and that improved structures should be introduced to support the use of the second language.

4.2 WHO ARE THE ENGLISH-SPEAKING PUBLIC SERVANTS IN THE BEFORE GROUP?

Who are the English-speaking public servants whose perceptions of their working environment we have described in the preceding section? What are their socio-biographical characteristics (age, sex, occupational group and so on), and their principal individual psychological traits (personality, language aptitudes, self-image and so on)? This section will contain a brief description of these points.

Our description, which we shall present in tabular form, will necessarily be cursory, since the purpose of our study was not per se to analyse in depth the personality, values and other personal characteristics of the Canadian public servant. These variables, which are of an independent nature, were included in our experimental scheme, it should be remembered, in order to enable us to better understand and explain the public servants' perceptions of their working environment BEFORE the LTP. It is in this context only that it is essential to describe them in this section.

The results we present here were compiled with the help of the usual descriptive statistics: frequencies or averages where appropriate, dispersion indexes (standard deviation), and so on.⁴⁶ Where necessary we have also indicated a "reference score" on the basis of which the results of a variable can be interpreted.

⁴⁶ The reader is referred to the SPSS Manual (1975) for a description of the statistical techniques and computer programmes used in calculating these results.

4.2.1 What are the SOCIO-BIOGRAPHICAL CHARACTERISTICS of the BEFORE English-speaking public servants?

It should be remembered that the detailed description of the socio-biographical characteristics of the DURING sample appears in the report of Research Group B. However, in order to facilitate the reading and understanding of our results, we felt it worthwhile to recapitulate briefly these characteristics (see Table 4.2-1- on the following pages).

To summarize the 189 English-speaking public servants in the BEFORE sample:

(a) the majority (80%) are in the following age groups:

- 26 to 35 (21.4%)
- 36 to 45 (30.5%)
- 46 to 55 (28.3%)

(b) are divided between

- 117 men and
 - 63 women
- (9 people did not answer this question!)

(c) had had post-secondary and university education in more than 70% of the cases.

(d) the majority were in the following occupational categories:

- administrative (42.2%)
- administrative support (34.1%)

(e) they earned an average of

- less than \$10,000 (33.3%)
- \$10,000 - \$18,999 (35.2%)
- more than \$19,000 (31.5%)

We also examined a number of other characteristics, such as occupational status BEFORE the LTP, level of language skills, the department in which they were employed, and so on. Interested readers are referred to Table 4.2-1-.

TABLE 4.2-1-

Socio-biographical characteristics of the public servants
in the BEFORE sample (189 Anglophones)*

Characteristics	Frequency	% of sample	Cumulative %
<u>Age (year of birth)</u>			
1. 1901-1919	9	4.8%	4.8%
2. 1920-1929	40	21.4%	26.2%
3. 1930-1939	57	30.5%	56.7%
4. 1940-1949	53	28.3%	85.0%
5. 1950-1970	28	15.0%	100.0%
6. No response	2	-	-
Total:	189		
<u>Sex</u>			
1. male	117	65.0%	65.0%
2. female	63	35.0%	100.0%
3. no response	9	-	-
Total:	189		
<u>Level of education</u>			
1. elementary	3	1.7%	1.7%
2. secondary	49	27.5%	29.2%
3. post-secondary	43	24.2%	53.4%

* See the report of Group B for a more detailed description of these characteristics.

TABLE 4.2-1- (Cont'd)

Socio-biographical characteristics of the public servants
in the BEFORE sample (189 Anglophones)

Characteristics	Frequency	% of sample	Cumulative %
4. university	83	46.6%	100.0%
5. no response	11	-	-
Total:	189		

Occupational category

1. senior executives	2	1.1%	1.1%
2. scientists and specialists	21	11.4%	12.4%
3. administrative and foreign service officers	78	42.2%	54.6%
4. technicians	9	4.9%	59.5%
5. administrative support	63	34.1%	93.5%
6. operational	12	6.5%	100.0%
7. no response	4	-	-
Total:	189		

Salary range

1. \$ 4,000 - 6,999	23	14.2%	14.2%
2. 7,000 - 9,999	31	19.1%	33.3%
3. 10,000 - 12,999	18	11.1%	44.4%
4. 13,000 - 15,999	27	16.7%	61.1%
5. 16,000 - 18,999	12	7.4%	68.5%
6. 19,000 - 21,999	18	11.1%	79.6%

TABLE 4.2-1- (Cont'd)

Socio-biographical characteristics of the public servants
in the BEFORE sample (189 Anglophones)

	Characteristics	Frequency	% of sample	Cumulative %
7.	22,000 - 24,999	16	9.9%	89.5%
8.	25,000 - 27,999	11	6.8%	96.3%
9.	28,000 plus	6	3.7%	100.0%
10.	no response	27	-	-
	Total:	189		

Occupational status BEFORE the LTP

1.	designated	45	21.2%	21.2%
2.	conditional appointment (internal within the Public Service Commission)	142	75.9%	100.0%
3.	no response	2	-	-
	Total:	189		

First time in an LTP

1.	before Sept., 73	40	21.2%	21.2%
2.	after Sept., 73	149	78.8%	100.0%
3.	no response	0	-	-
	Total:	189		

TABLE 4.2-1- (Cont'd)

Socio-biographical characteristics of the public servants
in the BEFORE sample (189 Anglophones)

Characteristics	Frequency	% of sample	Cumulative %
<u>Level of language skills</u>			
1. very high	18	10.1%	10.1%
2. high	73	41.0%	51.5%
3. average	61	34.3%	85.4%
4. low	26	14.6%	100.0%
5. no response	11	-	-
Total:	189		

Main departments in which they are employed (12 main ones)

1. National Defence (civilian)	14	7.0%	7.0%
2. National Health and Welfare	13	7.0%	14.0%
3. National Museums of Canada	13	7.0%	21.0%
4. Statistics Canada	13	7.0%	28.0%
5. Supply and Services	12	6.0%	34.0%
6. Environment Canada	9	5.0%	35.0%
7. Industry, Trade and Commerce	9	5.0%	44.0%
8. National Revenue (Taxation)	9	4.0%	49.0%
9. Manpower and Immigration	8	4.0%	53.0%

TABLE 4.2-1- (Cont'd)

Socio-biographical characteristics of the public servants
in the BEFORE sample (189 Anglophones)

Characteristics	Frequency	% of sample	Cumulative %
10. Agriculture	6	3.0%	56.0%
11. Public Archives	6	3.0%	59.0%
12. Other	77	41.0%	100.0%
13. No response	0	-	-
Total:	189		
<u>Starting lesson (placement)</u>			
1. Lesson 1 (level 1)	63	44.1%	44.1%
2. Lesson 7 (level I)	46	32.2%	76.2%
3. Lesson 17 (level I)	21	14.7%	90.9%
4. Beginning (level II)	11	7.7%	98.6%
5. Lesson 60 - Teacher ed. (level II)	2	1.4%	100.0%
6. Beginning (level III)	0	0%	100.0%
7. No particular lesson	0	0%	100.0%
8. No response	46	-	-
Total:	189		

4.2.2 What are the principal individual PSYCHOLOGICAL traits of the BEFORE English-speaking public servants?

In the following pages we shall present the results on the:

- language aptitude
- personality traits
- dimensions of the self-concept
- instrumental values

of the English-speaking public servants in the BEFORE sample.

4.2.2.1 Language aptitude

These variables were measured by means of two tests:

- a) the Placement Test, made up of two sub-tests:
 - Listening comprehension
 - Reading comprehension
- b) the MLAT (Multiple Language Aptitude Test) made up of five sub-tests:
 - "number learning"
 - "phonetic script"
 - "spelling clues"
 - "words in sentence"
 - "paired associates"

Table 4.2-2- on the following page contains a synthesis of the average scores obtained on these four tests.

The absence of norms for the Placement Test prevented us from evaluating the relative position of this group of public servants with regard to their language aptitudes. If we compare the sum of the average scores obtained on the MLAT test (103.34) with the sum of the reference scores (112.7), it becomes apparent that the group of public servants is slightly below average as far as their language abilities are concerned BEFORE undergoing an LTP.

TABLE 4.2-2-

Averages and dispersion indexes (standard deviation) for each of the variables in the BEFORE STUDY

VARIABLES: language aptitude and knowledge

VARIABLES	(No)*	Number of Respondents	Averages	Standard Deviation	Reference Score**
<u>Placement Test</u>					
Listening comprehension	(67)	145	12.01	7.58	-
Reading comprehension	(68)	145	2.88	2.89	-
<u>MLAT</u>					
Number learning	(75)	187	30.45	9.45	29.7
Phonetic script	(76)	187	22.55	4.16	23.0
Spelling clues	(77)	187	16.96	8.55	16.8
Words in sentences	(78)	187	20.53	7.47	26.8
Paired associates	(79)	187	12.82	5.92	16.4

* This number refers to the numbers and initials used in the computer printouts in Appendices 3 and 4.

** This reference score represents the average score of the sample on which these criteria were standardized or the mid-point of the scale used.

4.2.2.2 Personality traits

These variables were measured by means of the Cattell Personality Questionnaire (16 PF). Tables 4.2-3- on the following page contains a synthesis of these data.

Taken as a whole, the average scores obtained are very close to the reference scores (5.5). The scores farthest from 5.5 are:

- inflexible - gentle (7.23)
- social - independent (2.38)
- level of emotion (3.20)

Two other scores deviated somewhat from 5.5:

- serious - carefree (4.12)
- placid - fearful (6.73)

TABLE 4.2-3-

Averages and dispersion indexes (standard deviation) for each of the variables in the BEFORE STUDY

VARIABLES: personality (16 PF)

VARIABLES	(No)*	Number of Respondents	Averages	Standard Deviation	Reference Score**
Reserved - open	(681)	189	6.28	2.00	
Sup. int. - inf. intel.	(682)	189	6.56	1.81	
Emotional - stable	(683)	189	5.78	1.82	
Meek - domineering	(684)	189	5.69	1.78	
Serious - carefree	(685)	189	4.12	1.78	
Untrust - consci.	(686)	189	5.76	2.09	
Timid - adventur.	(687)	189	4.46	2.23	
Inflexible - gentle	(688)	189	7.23	2.38	
Confident - distr.	(689)	189	4.83	1.96	
Practical - imag.	(690)	189	5.92	2.27	
Direct - perspic.	(691)	189	4.33	1.94	ALL 5.5
Placid - fearful	(692)	189	6.73	2.67	
Conform. - inquir.	(693)	189	6.28	2.19	
Social - indep.	(694)	189	2.38	2.01	
Unself. - self. con.	(695)	189	5.00	1.73	
Relaxed - tense	(696)	189	6.17	2.24	
Anxiety + and -	(697)	189	5.28	2.05	
Introv. - extro.	(698)	189	5.81	2.03	
Emotional + and -	(699)	189	3.20	1.79	
Depend. - indep.	(700)	189	4.47	2.16	

* This number refers to the numbers and initials used in the computer printouts in Appendices 3 and 4.

** This reference score represents the average score of the sample on which these criteria were standardized or the mid-point of the scale used.

4.2.2.3 Self-concept

These variables were measured with the Tennessee Self Concept Scale (TSCS). They are defined in Section 3.1 of Chapter 3. Table 4.2-4- on the following page contains a synthesis of the scores obtained for each of these dimensions.

Since there were only 10 respondents, we cannot conclude that these data correspond to those of the sample as a whole. The scores are used only to compare the samples of the three studies (BEFORE, DURING and AFTER) (of Section 3.2 of Chapter 3). Although these scores are very close to the norms, they will not appear in the interrelationship of the independent and dependent variables.

TABLE 4.2-4-

Averages and dispersion indexes (standard deviation) for each of the variables in the BEFORE study

VARIABLES: self-concept

VARIABLES	(No)*	Number of Respondents	Averages	Standard Deviation	Reference Score**	
					min.	max.
Identity	(FVAR 1)	10	127.1	7.65	60	150
Self-satisfaction	(FVAR 2)	10	104.30	16.53	30	150
Personal self	(FVAR 6)	10	64.70	9.05	20	90
Social self	(FVAR 8)	10	71.40	6.86	30	90
Total conflict	(FVAR 12)	10	30.70	7.04	0	80
Net conflict	(FVAR 13)	10	-11.90	14.81	-60	80
Variation	(FVAR 14)	10	45.70	20.00	0	110
Distribution	(FVAR 16)	10	109.60	19.58	30	220

* This number refers to the numbers and initials used in the computer printouts in Appendices 3 and 4.

** This reference score represents the average score of the sample on which these criteria are based or the mid-point of the scale used.

4.2.2.4 Instrumental values

These values were measured using the Rokeach Value Survey. They are defined in Section 3.1 and the Survey is described in Section 3.3 of Chapter 3. Table 4.2-5- on the following page shows the average position accorded to the various instrumental values by the public servants.

A reading of the table shows clearly that the five most highly-rated characteristics for the English-speaking public servants in the BEFORE sample are:

- honest
- responsible
- capable
- broad-minded
- independent

Of these values, the consensus among the respondents is most evident with regard to honesty and competence (dispersion indexes). In contrast, the lowest-rated characteristics are:

- obliging
- imaginative
- polite
- orderly
- obedient

The respondents were most in agreement with regard to obligingness and obedience.

On the whole, the public servants would appear to rate highest the values which are associated with independence, maturity, and competence rather than with dependence, good manners, and so on. It is important not to forget that these results do not necessarily imply that public servants reject the values which they rate least highly. According to Rokeach (1973), individuals tend to choose first ideal characteristics, in other words, those that they try hardest to have, and to rate lowest either those which seem the most artificial to them or those that they have possessed for a long time.

TABLE 4.2-5-

Averages and dispersion indexes (standard deviation) for each of the variables in the BEFORE study

VARIABLES: Rokeach values

VARIABLES	(No)*	Number of Respondents	Averages	Standard Deviation	Reference Score**
Honest	(ROK 27)	88	4.39	3.28	
Responsible	(ROK 35)	88	6.21	4.12	
Capable	(ROK 21)	88	6.94	3.86	
Broadminded	(ROK 20)	87	8.13	4.79	
Independent	(ROK 29)	86	8.41	5.08	
Courageous	(ROK 24)	88	8.54	4.47	
Loving	(ROK 32)	87	8.64	5.13	
Ambitious	(ROK 19)	88	8.73	5.29	
Self-controlled	(ROK 36)	88	9.09	4.85	
Logical	(ROK 31)	87	9.86	4.81	All 9.5
Indulgent	(ROK 25)	88	10.10	4.63	
Cheerful	(ROK 22)	88	10.15	4.53	
Intellectual	(ROK 30)	88	10.22	5.61	
Obliging	(ROK 26)	88	10.52	3.97	
Imaginative	(ROK 28)	88	10.69	5.07	
Polite	(ROK 34)	88	11.76	4.50	
Orderly	(ROK 23)	88	13.03	4.57	
Obedient	(ROK 33)	88	15.52	3.65	

* This number refers to the numbers and initials used in the computer printouts in Appendices 3 and 4.

** This reference score represents the average score of the sample on which these criteria were standardized or the mid-point of the scale used.

SUMMARY OF SECTION 4.2

Prior to our analysis on the attitudes and motivations of the 189 English-speaking public servants in the BEFORE the LTP sample, we have attempted to discover WHO these people are: what are their principal SOCIO-BIOGRAPHICAL CHARACTERISTICS and their principal individual PSYCHOLOGICAL TRAITS.

Ten socio-biographical characteristics were examined briefly:

- a) the age group of these people
- b) their sex
- c) their level of education
- d) the occupational group to which they belong
- e) their salary range
- f) their occupational status BEFORE the LTP
- g) the date they first began an LTP
- h) their level of language ability
- i) the department by which they are employed
- j) their initial lesson in the LTP

The individual psychological traits we described briefly were:

- a) the language aptitudes and knowledge of these public servants as established by the MLAT and by the Placement Test
- b) their personality traits as established by Cattell's 16 PF
- c) the dimensions of their self-concept measured by Fitts' TSCS
- d) their instrumental values identified by the Rokeach Value Survey

4.3 WHAT ARE THE ATTITUDES AND MOTIVATIONS OF THE BEFORE ENGLISH-SPEAKING PUBLIC SERVANTS TOWARDS THE SECOND LANGUAGE?

These variables were measured using the C1 scale adapted from Gardner's scale of attitudes and motivations. This instrument is described in Section 3.3 and the variables are defined in Section 3.1 of Chapter 3. Table 4.3-1- on the following page presents a synthesis of the scores obtained for each component. See Section 3.1.3, Appendix 3, for the complete statistical results for each item on the scale.

It is plain from Table 4.3-1- that, on the whole, the public servants have a positive attitude towards the second language and appear motivated to learn it. The only element which is clearly unfavourable is the public servant's feelings when he has to use the second language. Several respondents stated that they were nervous and ill-at-ease when they had to speak French. The rate of response for this component is slightly lower, probably because some public servants never use French: the standard deviation is also higher. This component seems to depend more on the individual's own experiences in this area and his personal characteristics.

Of the other components, those which appear most favourable are:

- integrative motivation
- attitude to learn the second language

Components which are slightly less positive, but nevertheless favourable, are:

- attitude to French-Canadians
- interest aroused by a foreign language

The other two components, while favourable, are less clearly positive:

- instrumental motivation
- encouragement by family and friends

TABLE 4.3-1-

Averages and dispersion indexes (standard deviation) for each of the variables in the BEFORE study

VARIABLES: attitudes and motivations

VARIABLES	(No.)*	Number of Respondents	Averages	Standard Deviation	Reference Score**
1. Integrative motivation	C1	184	4.92	0.87	
2. Instrumental motivation	C2	185	4.26	0.74	
3. Attitudes towards learning the second language	C3	185	4.88	0.78	
4. Attitudes towards the other ethnic group	C4	185	4.66	0.78	
5. Interest aroused by a foreign language	C5	185	4.61	0.84	All 3.5
6. Encouragement by family and friends	C6	184	4.14	1.07	
7. Anxiety associated with the use of the second language in everyday life	C7	165	4.11	1.06	

* This number refers to the numbers and initials used in the computer printouts in Appendices 3 and 4.

** This reference score represents the average score of the sample on which these criteria were standardized or the mid-point of the scale used.

If the detailed responses to each statement are examined carefully, it becomes apparent that each component has certain nuances (see Appendix 3, Section 3.1.3).

4.3.1 Integrative motivation

Public servants seem motivated more by the requirements of interpersonal contacts (being more at ease with French Canadians, being able to meet more people) than by more abstract reasons, such as the ability to appreciate French-Canadian art and literature or participate in the cultural activities of the ethnic group.

4.3.2 Instrumental motivation

Public servants are motivated more by the fact that the learning will help them to get a good position and by the fact that they will be better informed than by the greater likelihood that they will be respected. It appears that the score for this component is lower than that for integrative motivation primarily because of one statement (item 55). This statement elicited a greater number of protests probably because it contained instrumental reasons for learning the second language to the exclusion of integrative reasons: "learning French is important only because I will need it in my future position".

4.3.3 Attitudes towards learning the second language

The most positive responses are either reactions to negative statements of the "I detest French" or "It's a waste of time" type, or expressions of interest in learning a language that one considers important.

The responses are less clearly positive as far as the learning process is concerned. The public servants claim to be interested in learning, but they are not necessarily happy at having to study. The responses become even more ambiguous when they are asked whether they would prefer to spend their time and energy learning something else.

4.3.4 Attitudes towards the other ethnic group

Most of the statements elicited approximately the same score; public servants perceive French-Canadians more positively than negatively. Only one item - how friendly French-Canadians were - produced more divided responses.

4.3.5 Interest aroused by a foreign language

Here again, the public servants claim to be interested in a new language; they are less certain that they would go so far as to learn several foreign languages and are more interested in the possibility of communicating orally than in writing. However, one item elicited considerable ambivalence (average score: 3.6; standard deviation: 1.6); the public servants do not all think that they would learn a second language if it were not required.

4.3.6 Encouragement by family and friends

Family members and friends seem to communicate to the public servant that he should try to learn French; this is the most positive response. Their behaviour is not as clear, however; several public servants are not aware of active help or encouragement. The implication is that he should learn the second language to further his career, not because Canadians should learn French.

4.3.7 Anxiety associated with the use of the second language

We have seen that public servants experience tension in situations where they have to speak French. There is not a great deal of variation in the various situations described in the statements. The responses express slightly stronger disagreement with items dealing with calmness and assurances than agreement with items dealing with anxiety and tension.

Comparisons are impossible owing to the lack of norms. Are public servants more or less motivated to learn French than the average English-Canadian? It is difficult to draw conclusions as to the intensity of their motivation. Interest in learning is certainly present, and no negative attitude towards the French language and French-Canadians was apparent.

The responses to some of the statements, however, suggest that their motivation is not unaffected by the organizational and socio-political circumstances surrounding it. It is apparent that a considerable number of public servants would prefer to learn something other than French. The question might be asked as to whether the motivation to learn is not dependent to a large extent on the language requirements of the position they would like to occupy, even if they feel that this is not the sole reason for their interest. Half the public servants, furthermore, said that they would not learn a second language if it were not required.

It would seem that one can conclude that no element predisposes public servants negatively towards learning French (with the possible exception of the anxiety and tension attendant upon its use), that their attitudes tend more to the positive, although their motivation is probably less integrative than it appears at first glance - the more so since it is perhaps difficult for public servants to admit that their interest in learning French stems primarily from compulsion.

SUMMARY OF SECTION 4.3

The attitudes and motivations of public servants with regard to the second language were measured using the C1 scale adapted from Gardner's battery of tests. The results indicate that, generally speaking, public servants have a positive attitude towards the second language and seem motivated to learn it.

The two elements which seem most favourable are:

- a) integrative motivation
- b) the attitude towards learning the second language.

Two other elements, while favourable, are slightly less positive:

- a) the attitude towards French-Canadians
- b) the interest aroused by a foreign language.

Two other components are less clearly positive:

- a) instrumental motivation
- b) encouragement by family and friends.

Only one component is distinctly unfavourable:

- the anxiety caused by the use of the second language.

By studying the responses to each of these statements more closely, we were able to discern nuances in the results. While the elements remain generally positive, it appears that a considerable number of public servants would not be motivated to learn French if they were not compelled to do so and would prefer to study something else. The public servant's motivation would thus perhaps be more instrumental than integrative.

4.4 WHICH PSYCHOLOGICAL OR PSYCHO-SOCIAL FACTORS ARE MOST CLOSELY
RELATED TO THE PUBLIC SERVANTS, PERCEPTIONS OF THEIR ORGANIZATIONAL
ENVIRONMENT BEFORE THE LTP?

We shall begin by presenting the matrix of intercorrelations, which will provide us with the list of variables of factors which have a significant relationship with the components of the organizational environment. This statistical operation is merely an intermediary stage that will enable us to select the variables to be included in the multiple regression equations. This second stage, which will be described in Section 4.4.2, will demonstrate the relative importance of these relationships; in other words, we will be able to recognize the factors or variables which contribute most to variations in the perception of the organizational environment. The first section will therefore be made up almost entirely of tables, while the second will contain the analysis.

4.4.1 Which factors are related to the various components of the
organizational environment?

The tables on the following pages display all the correlations. The asterisks indicate correlations which are significant to .01 and .05 and which will be retained for the subsequent statistical stage.

TABLE 4.4-1-

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES

COMPONENTS OF THE ORGANIZATIONAL
ENVIRONMENT¹

Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (socio-biographical)					
	AGE	SEX	OCCUP CATEG	OCCUP STATUS	EDUC LEVEL	SALARY RANGE
1. Belong to working unit	-.16*	-.22**	-.01	-.04	-.05	.28**
2. Use of L ₂ in organ.	.00	-.09	.13*	.03	-.17*	.06
3. Lack of support from authority	-.07	-.08	-.05	-.01	.04	-.08
4. Lack of reinf. for L ₂	-.22**	-.13*	-.08	-.01	.07	.14*
5. Use of L ₂ before LTP	.07	.14*	-.00	.02	.18**	-.08
6. Lack of sup. from unit	.00	-.05	-.17*	.02	.20**	.03
7. Resist. to leave unit	-.04	-.02	.14*	-.01	-.20**	.04
8. Use of L ₂ outside work	-.10	-.01	-.14*	.05	.19**	.09
9. Expect. from learning	-.02	-.15	-.19**	-.00	.17*	.24**
10. Language Bureau	-.08	.04	.22**	-.03	-.20**	-.00
11. Contact with L ₂ at work	-.19**	-.15*	-.10	-.00	.15*	.04
12. Language requirements	-.12	-.15*	-.11	.06	.07	.06
13. Lack of insist. from interf.	-.13*	-.26**	-.04	.07	-.04	.18**

Correlation index significant to *.05, **.01

¹ See Section 3.1 of the chapter on methodology for the full title and definition of each component.

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES

COMPONENTS OF THE ORGANIZATIONAL
ENVIRONMENT¹

Components of the ORGANIZATION ENVIRONMENT	Independent variables (lang knowledge & apt)						
	LISTEN- ING COMP.	WRITTEN COMP.	NUMBER LEARNING	PHONET. SCRIPT	SPELL CLUES	WORDS SENTEN.	PAIRED ASSOC.
1. Belong to working unit	.05	.20**	.06	.03	.09	.06	.10
2. Use of L ₂ in organ.	-.09	.01	.03	-.04	-.03	-.01	-.01
3. Lack of support from authority	.11	-.02	-.16*	-.01	.06	-.14*	-.08
4. Lack of reinf. for L ₂	.05	.03	-.10	.01	.00	-.09	-.09
5. Use of L ₂ before LTP	.10	.15*	.09	.05	.10	.21**	.20**
6. Lack of sup. from unit	.08	-.10	.00	.04	.11	-.00	.07
7. Resist. to leave unit	-.12	-.04	-.05	-.06	-.13*	-.10	.01
8. Use of L ₂ outside work	.41**	.30**	.12	.17**	.13*	.14*	.17**
9. Expect. from learning	.27**	.22**	.09	.19**	.19**	.16*	.10
10. Language Bureau	-.05	-.22**	-.03	-.13*	-.19**	-.24**	-.12
11. Contact with L ₂ at work	.09	.08	-.07	.06	.11	.00	-.02
12. Language requirements	.01	-.03	-.18**	-.17**	.00	-.09	-.17**
13. Lack of insist. from interf.	.06	.08	.01	.01	.00	-.01	-.06

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹				
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (16 PF personality)				
	RESERVED OPEN	SUP. INTEL. INF. INTEL.	EMOTIONAL STABLE	MEEK DOMINEERING	SERIOUS CAREFREE
1. Belong to working unit	.11	-.03	.09	.13*	.00
2. Use of L ₂ in organ.	.05	.06	-.04	.00	.07
3. Lack of support from authority	-.02	-.11	-.04	.04	.08
4. Lack of reinf. for L ₂	-.03	-.06	-.13*	-.02	-.12
5. Use of L ₂ before LTP	.06	.04	.01	.08	.02
6. Lack of sup. from unit	-.04	.09	-.09	.02	.12
7. Resist. to leave unit	-.05	-.04	-.01	-.02	-.13*
8. Use of L ₂ outside work	.07	.10	.14*	.01	.00
9. Expect. from learning	-.04	.06	.22**	.09	.13*
10. Language Bureau	.14*	-.24**	.06	-.01	-.02
11. Contact with L ₂ at work	.02	-.06	.03	.00	.01
12. Language requirements	.01	-.04	.03	-.00	-.00
13. Lack of insist. from interf.	-.04	.08	-.10	.18**	.01

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹				
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (16 PF personality)				
	UNTRUST. CONSCI.	TIMID ADVENTUR.	INFLEXIBLE GENTLE	CONFIDENT DISTRUSTFUL	PRACTICAL IMAGINATIVE
1. Belong to working unit	.06	.06	-.05	-.10	.07
2. Use of L ₂ in organ.	.05	.01	-.01	.05	-.03
3. Lack of support from authority	-.06	.09	-.03	.07	-.10
4. Lack of reinf. for L ₂	-.01	-.10	.13*	.03	.06
5. Use of L ₂ before LTP	.13*	-.02	.21**	.16*	-.02
6. Lack of sup. from unit	-.08	.12	-.04	.18**	-.11
7. Resist. to leave unit	.11	.00	-.14*	-.06	-.00
8. Use of L ₂ outside work	-.01	.06	.22**	.04	.21**
9. Expect. from learning	-.08	.00	.07	-.00	-.00
10. Language Bureau	.16*	.02	.01	-.00	-.05
11. Contact with L ₂ at work	-.06	.07	-.05	-.05	-.03
12. Language requirements	-.08	.11	-.04	-.22**	.06
13. Lack of insist. from interf.	-.22**	.05	.02	-.02	-.03

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹				
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (16 PF personality)				
	DIRECT PERSPIC.	PLACID FEARFUL	CONFORM. INQUIR.	SOCIAL INDEPENDENT	UNSELF-CONSCIOUS SELF-CONTROLLED
1. Belong to working unit	-.10	-.11	.10	-.03	.13*
2. Use of L ₂ in organ.	.08	.03	.09	-.08	-.05
3. Lack of support from authority	-.06	-.00	-.12	.02	-.11
4. Lack of reinf. for L ₂	-.07	-.07	.04	.03	-.04
5. Use of L ₂ before LTP	.02	.03	.15*	-.03	.00
6. Lack of sup. from unit	.07	.10	-.16*	.06	-.08
7. Resist. to leave unit	.05	.01	-.17*	.03	.08
8. Use of L ₂ outside work	-.20**	-.11	.22**	-.06	-.01
9. Expect. from learning	-.07	-.11	.19**	.03	-.03
10. Language Bureau	.10	-.02	-.11	.00	.05
11. Contact with L ₂ at work	-.1	-.07	.02	.06	.00
12. Language requirements	-.05	-.08	.06	.07	.07
13. Lack of insist. from interf.	.00	-.06	.10	.08	-.12

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES

COMPONENTS OF THE ORGANIZATIONAL
ENVIRONMENT¹

Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (16 PF personality)				
	RELAXED TENSE	ANXIETY + ANXIETY -	INTROV. + EXTROV.	EMOTIONAL + EMOTIONAL -	DEPENDENT INDEPEN.
1. Belong to working unit	-.16*	.07	-.14*	-.00	.03
2. Use of L ₂ in organ.	.04	.04	.08	.01	-.04
3. Lack of support from authority	-.04	.11	-.01	.06	-.02
4. Lack of reinf. for L ₂	.01	-.12	.02	-.18**	.06
5. Use of L ₂ before LTP	.05	.03	.08	-.14*	.03
6. Lack of sup. from unit	.08	.13*	.10	.09	-.03
7. Resist. to leave unit	-.00	-.09	.00	.07	-.07
8. Use of L ₂ outside work	-.08	.09	-.10	-.25**	.13*
9. Expect. from learning	-.17*	.06	-.14*	.08	.15*
10. Language Bureau	-.01	.02	-.04	-.04	-.14*
11. Contact with L ₂ at work	-.14*	.05	-.15*	.00	.03
12. Language requirements	-.05	.01	-.15*	-.00	.04
13. Lack of insist. from interf.	.03	.05	.03	.02	.17*

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

<u>CRITERION VARIABLES</u>	<u>COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT¹</u>					
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (ROKEACH values)					
	AMBITIOUS	BROAD-MINDED	CAPABLE	CHEERFUL	ORDERLY	COURAGEOUS
1. Belong to working unit	-.09	-.05	-.03	.00	-.15	-.04
2. Use of L ₂ in organ.	.05	-.03	-.06	.00	-.11	.02
3. Lack of support from authority	-.19*	.10	-.06	.02	-.05	-.06
4. Lack of reinf. for L ₂	.10	-.07	-.01	-.05	.01	.08
5. Use of L ₂ before LTP	-.09	-.03	-.01	.08	.15	-.15
6. Lack of sup. from unit	-.08	.14	-.00	-.14	.15	-.05
7. Resist. to leave unit	.06	-.09	.06	-.05	-.11	-.17
8. Use of L ₂ outside work	.07	-.07	-.00	.12	.19*	-.23*
9. Expect. from learning	.07	-.05	-.23*	-.05	.13	-.02
10. Language Bureau	.09	.05	.06	-.20*	-.05	.03
11. Contact with L ₂ at work	-.16	.11	-.02	-.02	.00	-.06
12. Language requirements	.02	.06	-.00	-.03	-.05	-.01
13. Lack of insist. from interf.	-.05	.03	-.08	-.00	-.11	-.02

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES

COMPONENTS OF THE ORGANIZATIONAL
ENVIRONMENT¹

Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (ROKEACH values)					
	INDULGENT	OBLIGING	HONEST	IMAG- INATIVE	INDE- PEND.	INTEL- LECTUAL
1. Belong to working unit	.27**	-.04	-.16	.07	-.00	.12
2. Use of L ₂ in organ.	.02	.02	-.07	.21*	.02	.19*
3. Lack of support from authority	.08	.25**	.24**	-.21*	.04	-.20*
4. Lack of reinf. for L ₂	.12	.24**	.05	-.18*	-.13	-.04
5. Use of L ₂ before LTP	.04	-.05	-.13	.09	-.31**	.05
6. Lack of sup. from unit	.07	.17	.14	-.32**	.04	-.14
7. Resist. to leave unit	.01	-.05	-.18	.14	.17	.01
8. Use of L ₂ outside work	.03	-.03	-.13	-.06	-.24**	-.05
9. Expect. from learning	.17	.06	.02	-.09	-.16	-.02
10. Language Bureau	-.14	-.17	-.06	.05	.08	.20*
11. Contact with L ₂ at work	.06	.22*	.04	-.26**	.02	-.20*
12. Language requirements	.09	.14	.03	-.15	.07	-.11
13. Lack of insist. from interf.	.22*	.31**	.14	-.07	-.13	-.05

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹					
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (ROKEACH values)					
	LOGICAL	LOVING	OBEDIENT	POLITE	RESPON- SIBLE	SELF- CONTROLLED
1. Belong to working unit	-.16	.19*	.01	.10	-.05	-.10
2. Use of L ₂ in organ.	-.08	.10	.14	-.03	-.26**	-.24**
3. Lack of support from authority	-.06	.02	.07	.01	.07	.14
4. Lack of reinf. for L ₂	-.04	.01	.02	-.19*	.03	.14
5. Use of L ₂ before LTP	.03	.30**	.15	.02	-.09	-.13
6. Lack of sup. from unit	.05	-.19*	-.00	-.01	.16	.20*
7. Resist. to leave unit	-.03	.07	-.00	.05	.05	.03
8. Use of L ₂ outside work	.07	.14	.16	.08	-.08	-.03
9. Expect. from learning	-.17	.23*	.22*	.11	-.11	-.12
10. Language Bureau	.06	-.04	.06	-.09	-.03	.05
11. Contact with L ₂ at work	.25**	-.14	-.05	.13	.10	.11
12. Language requirements	-.02	-.16	-.07	.03	-.02	.24*
13. Lack of insist. from interf.	-.19*	.12	.07	.03	-.08	-.00

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹			
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (attitudes and motivations)			
	INTEGRATIVE MOTIVATION	INSTRUMENT MOTIVATION	ATTITUDES LEARN L ₂	ATTITUDES OTHER GROUP
1. Belong to working unit	.08	.03	.05	.22**
2. Use of L ₂ in organ	.39**	.29**	.29**	.23**
3. Lack of support from authority	-.12	.04	-.11	-.10
4. Lack of reinf. for L ₂	-.12	-.06	-.27**	-.18**
5. Use of L ₂ before LTP	.29**	.10	.21**	.10
6. Lack of sup. from unit	-.25**	-.14*	-.20**	-.28**
7. Resist. to leave unit	-.15*	-.04	-.08	-.01
8. Use of L ₂ outside work	.20**	-.06	.20**	.21**
9. Expect. from learning	.22**	.10	.19**	.22**
10. Language Bureau	.24**	.14*	.26**	.27**
11. Contact with L ₂ at work	-.10	-.03	-.20**	-.04
12. Language requirements	-.33**	-.13*	-.38**	-.25**
13. Lack of insist. from interf.	.12	-.06	-.00	.25**

TABLE 4.4-1- (Cont'd)

Intercorrelations between INDEPENDENT VARIABLES and
CRITERION VARIABLES for the BEFORE STUDY
(English-speaking public servants)

CRITERION VARIABLES	COMPONENTS OF THE ORGANIZATIONAL ENVIRONMENT ¹		
Components of the ORGANIZATIONAL ENVIRONMENT	Independent variables (attitudes and motivations)		
	INTEREST IN FOREIGN LANG	SUPPORT FROM FAMILY AND FRIENDS	ANXIETY FROM USE OF L ₂
1. Belong to working unit	.13*	.03	-.10
2. Use of L ₂ in organ.	.38**	.35**	-.00
3. Lack of support from authority	-.24**	-.04	-.09
4. Lack of reinf. for L ₂	-.22**	-.19**	.09
5. Use of L ₂ before LTP	.31**	.21**	-.16*
6. Lack of sup. from unit	-.34**	-.14*	.01
7. Resist. to leave unit	-.09	-.06	.07
8. Use of L ₂ outside work	.29**	.25**	-.38**
9. Expect. from learning	.26	.19**	-.19**
10. Language Bureau	.12	.19**	-.08
11. Contact with L ₂ at work	-.23**	-.13*	-.00
12. Language requirements	-.45**	-.22**	.07
13. Lack of insist. from interf.	.11	.03	-.02

- a) How many factors or variables have a significant relationship with the components of the organizational environment?

Fifty-eight individual variables were related to the thirteen organizational components. Thirty-nine of them had a correlation significant to .01 (67.2% of the variables). The number of correlations significant to .05 was 102.⁴⁷

- b) How high are the coefficients of correlation?

If we divide the correlations into three groups, we obtain the following data:

- correlations from .17 to .19: 22.5%
- correlations from .20 to .29: 62.7%
- correlations of .30 and more: 14.7%

The coefficients of correlation are not very high.

At this stage, it is difficult to determine whether this means that, overall, the individual variables have little relationship with the organizational components. We can, however, conclude that few of the variables "explain" in isolation the variations in perception. These variations are probably linked to a constellation of variables which interact with each other. These multiple relationships will become apparent in the course of the next stage.

⁴⁷ Please refer to the preceding tables for correlations significant to .05.

- c) What type of individual variables most often have significant correlations?

Of the 102 correlations which are significant to .01,

- 43.1% involve the factors of attitudes and motivation;
- 14.7% involve socio-biographical characteristics;
- 14.7% involve language aptitude;
- 14.7% involve personality traits;
- 12.7% involve value-related variables.

These percentages must be interpreted as trends only. Attitudes and motivation thus seem related more often to organizational components. No absolute value can be given to them, since the number of variables is not the same in every area, and more particularly because certain variables are inter-related to a considerable extent: the factors of attitudes and motivation are almost all significantly intercorrelated to the point where it is rare for one factor to appear alone in conjunction with an organizational component.

- d) Which components of the organizational environment have the most significant correlations with the individual variables?

The following is the list of components and the number of correlations significant to .01:

- | | |
|--|---|
| - sense of belonging to the working unit | 5 |
| - utility of the second language | 8 |
| - lack of support from authority | 3 |

-	lack of reinforcement	7
-	use of the second language at work	10
-	lack of normative support	8
-	resistance to leave working unit	1
-	use of second language outside work	16
-	expectations from the learning process	16
-	perceptions of the Language Bureau	10
-	percentage of English-speaking colleagues	5
-	discrepancy between language requirements and the position	7
-	lack of support from Francophones	6

The number of correlations is higher with regard to the use of the second language at work and outside the working environment, expectations from the learning process, and perceptions of the Language Bureau. Furthermore, the coefficients of correlation are high with regard to the perceptions of the utility of the second language for the activities of the organization, and the discrepancy between language requirements and the position. The two components for which the relationships are both numerous and relatively high are the use of the second language at work and outside the working environment.

4.4.2 Which factors are the most important?

We saw in the preceding section the factors that are significantly related to the components of the organizational environment. The multiple regression technique⁴⁸ will now enable us to analyse the relative importance of these variables in an explanation of the organizational components. The purpose of this stage can be understood more readily if the objective

⁴⁸ See the SPSS Manual for an explanation of this technique.

of the BEFORE study is borne in mind. The purpose is to determine which elements predispose the public servant favourably or unfavourably to embarking on the LTP. We formulated the hypothesis that perceptions of the conditions of the organizational environment, related to bilingualism, exercise a preponderant influence on the way in which the public servant views the learning and use of the second language. We described the perceptions of the public servant in Section 4.1 and these enabled us to identify the favourable and unfavourable elements. Our task now is to verify the extent to which these perceptions may be explained by individual variables: socio-biographical characteristics, psychological traits, and attitudes. When we talk of explaining the variance, we are not claiming that a relationship of cause and effect exists between the individual characteristics and perceptions, but that these two poles vary together. For example, when someone has a positive attitude towards learning the second language, they also have a positive perception of the utility of the second language in the activities of the organization and vice versa.

The perceptions of the organizational environment involve 13 components, 8 of which are derived from factor analysis and 5 of which are based on theoretical or logical criteria. These components are different facets of a single reality. When we analyse them individually, the object is merely to observe the organizational environment better from a number of angles and discern more clearly the complex of conditions which have some relationship with the implementation of bilingualism. The measurements of the environment have to do solely with the area of bilingualism.

4.4.2.1 What proportion of the variance can be explained?

The individual variables that we measured explain an average of 24% of the variance in the perceptions of the organizational environment. Table 4.4-1- shows the proportion of the variance that is explained for each component.

TABLE 4.4-1-

Proportion of the Variance Explained

<u>Components</u>	<u>% of the Variance</u>
- belong to working unit	.17
- use of L ₂ in organization	.29
- lack of support from authority	.18
- lack of reinforcement for L ₂	.27
- use of L ₂ before LTP	.29
- lack of support from unit	.30
- resistance to leave unit	.06
- use of L ₂ outside work	.37
- expectations from learning	.29
- Language Bureau	.23
- contact with L ₂ at work	.27
- language requirements	.24
- lack of insistence from interface	.21

The proportions are similar with the exception of:

- resistance to leave the unit, which is far less well explained;
- use of the second language outside the working environment, which is better explained.

Although a number of independent and intermediary variables could be ignored during the sampling, we can conclude that the perceptions of the organizational environment are not entirely dependent on these variables. This indicates that public servants perceive a condition related to bilingualism in a certain way, partly because of their personalities, but mainly because of the characteristics of the condition itself.

4.4.2.2 What type of psychological or psycho-social variable is preponderant?

Although the role of the individual variables is limited, we cannot overlook an analysis of their various facets. For the purposes of this analysis, we have selected only those variables which explain 1% or more of the variance. Table 4.4-2- on the following page shows the proportion of the variance attributable to each of these variables.

Variables resulting* from the explanation of the 13 components of the ORGANIZATIONAL Environment

Psychological and psycho-social variables	Organizational Environment components and % of variation												
	1	2	3	4	5	6	7	8	9	10	11	12	13
. <u>Socio-biographical characteristics:</u> . age . sex . level of education . salary range . <u>Psychological traits:</u> . <u>apt. and language knowledge:</u> . "Placement test: listening comprehension" . M.L.A.T.: "phonetic script" . M.L.A.T.: "spelling clues" . M.L.A.T.: "words in sentences" . M.L.A.T.: "paired associates" . <u>personality:</u> . emotional - stable . untrustworthy - conscientious . confident - suspicious . conformist - researcher . airy - self-control . relaxed - tense . emotional level				.04			.03						.02
	.04				.02			.04		.02			
		.01								.05		.01	
												.02	.01
	.01			.04	.02			.06			.01		

* Only the variables with a variation of 1% or more are shown here. Further data can be found in Appendix 3.1.4.

Variables resulting from the explanation of the 13 components of the ORGANIZATIONAL Environment

Psychological traits (cont'd):	Organizational Environment components and % of variation												
	1	2	3	4	5	6	7	8	9	10	11	12	13
. <u>values:</u>													
. capable									.05				
. lively										.04			
. orderly								.01					
. courageous								.01					
. indulgent	.06												.01
. obliging			.05	.05							.04		.09
. honest			.03										
. imaginative			.03	.02		.01					.09		
. independent					.08		.05						
. intellectual		.01											
. logical					.02	.02					.08		
. loving													
. polite				.03									
. responsible		.07											
. self-control		.02											
. <u>Attitudes and motivations:</u>													
. integrative motivation		.11					.01		.01				
. attitude towards learning L ₂		.01		.04						.05	.03	.01	
. attitude towards Fr.-Can.	.03												.04
. interest in foreign language		.01	.04		.05	.04			.05			.15	
. support family-friends		.01		.01				.03					
. anxiety to use L ₂								.10					

On the basis of the foregoing table we can determine, for each type of variable, what proportion of the total number of variables appears in substantial correlations, the contribution of each type of variable to the entire range of relationships, and the average proportion of the variance thus explained. These data are summarized in Table 4.4-3-.

TABLE 4.4-3-

Synthesis of important relationships

Variables	Prop. of No. of variables	Prop. of imp. rels	Av. prop. of var. explained
- socio-biographical char.	100.0%	5.8%	3%
- language apt. and knowledge	71.4%	10.1%	3%
- personality traits	35.0%	18.8%	3%
- values	83.3%	36.2%	4%
- attitudes and motivations	85.7%	29.0%	4%

If we consider the proportional number of different variables that explain more than 1% of the variance,

- socio-biographical characteristics;
- attitudes and motivations;
- values;

seem the most important. Furthermore, since each variable may have some relationship with more than one component, we must analyse the proportion of the number of important relationships attributable to each type of variable. It appears that:

- values;
- attitudes;

are the most important. We can also examine what proportion of the variance, on average, is explained by each variable. The percentages are the same, except that:

- values;
- attitudes;

explain slightly more of the variance. All these data would suggest that values and attitudes are of greater importance in explaining perceptions of the organizational environment than the other variables.

4.4.2.3 Which components of the organizational environment are best explained?

Based on the intercorrelations (significant to .01) of the components, they can be divided into five groups:

Group 1: components involving the working unit:

- sense of belonging to the unit;
- resistance to leave the unit;

Group 2: components involving the use of the second language:

- use at work;
- use outside the working environment;

Group 3: components involving support or reinforcement for its use:

- lack of support from authority;
- lack of reinforcement;
- lack of normative support;
- contacts with the second language at work;
- lack of insistence on the part of Francophones;

Group 4: components involving the implementation of bilingualism:

- the utility of the second language;
- the Language Bureau;
- the discrepancy between language requirements and the position;

Group 5: the component involving learning:

- expectations concerning the results of the learning process.

There are, in addition, a number of relationships between the component "use of the second language at work" on the one hand and several components in groups 3, 4 and 5 on the other. Table 4.4-4- shows the proportion of the variance explained, on average, for each group of components.

TABLE 4.4-4-

Proportion of the variance explained for each group of components.

Groups	Proportion of Variance
1	.13
2	.33
3	.24
4	.25
5	.29

The psychological and psycho-social factors seem to provide a better explanation for the use of the second language at work and outside it. These factors also have less of a relationship with the variables involving the unit which are not directly concerned with bilingualism. The other components are explained almost equally.

4.4.2.4 With which psychological or psycho-social factors are the groups of components most closely related?

Tables 4.4-5- present the results of the multiple regression equations for each organizational component.

TABLE 4.4-5-

The most important* variables in explaining the component

1. SENSE OF BELONGING TO THE WORKING UNIT

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Indulgenet	.06	.06	.25	.25
2. Salary range	.04	.11	.33	.25
3. Attitudes to other lang. gr.	.03	.14	.38	.19
4. Unself-conscious - self-controlled	.01	.16	.40	.12

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

* Results of multiple regression by stages. (See the SPSS Manual for a detailed description of this technique and the programming used.)

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

2. UTILITY OF THE L₂ FOR THE ORGANIZATION

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Integrative motivation	.11	.11	.34	.34
2. Responsible	.07	.19	.43	-.25
3. Interest in foreign lang.	.01	.21	.45	.34
4. Intellectual	.01	.22	.47	.18
5. Self-control	.02	.24	.49	-.24
6. Support family-friends	.01	.26	.51	.31
7. Attitudes to learning L ₂	.01	.28	.52	.25

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

3. LACK OF SUPPORT FROM AUTHORITY

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Obliging	.05	.05	.23	.23
2. Interest in foreign lang	.04	.10	.32	-.21
3. Honest	.03	.13	.37	.23
4. Words in sentences	.01	.15	.38	-.14
5. Imaginative	.03	.18	.42	-.20

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

4. LACK OF REINFORCEMENT FOR THE L₂

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Obliging	.05	.05	.23	.23
2. Attitudes learn L ₂	.04	.10	.31	-.22
3. Emotional + and -	.04	.14	.38	-.16
4. Polite	.03	.18	.43	-.17
5. Age	.04	.23	.48	-.20
6. Imaginative	.02	.25	.50	-.18

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

5. USE OF THE L₂ BEFORE THE LTP

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Independent	.08	.08	.29	-.29
2. Interest in foreign lang.	.05	.14	.38	.27
3. Untrustworthy - consc.	.02	.16	.41	.12
4. Words in sentences	.02	.19	.44	.20
5. Loving	.02	.21	.46	.29
6. Emotional + and -	.02	.24	.49	-.12
7. Support family - friends	.01	.25	.50	.18

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

6. LACK OF SUPPORT FROM WORKING UNIT

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Imaginative	.09	.09	.31	-.31
2. Conform - inquiring	.09	.19	.43	-.15
3. Interest foreign lang.	.04	.23	.48	-.29
4. Confident - suspicious	.02	.26	.51	.14
5. Loving	.02	.28	.53	-.19

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

7. RESISTANCE TO LEAVE THE WORKING UNIT

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Level of education	.03	.03	.17	-.17
2. Integrative motivation	.01	.04	.21	-.12
3. Conform - inquiring	.01	.05	.24	-.15

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

8. USE OF THE L₂ OUTSIDE WORK

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Anxiety use L ₂	.10	.10	.31	-.31
2. Independent	.05	.15	.39	-.23
3. Emotional + and -	.06	.21	.46	-.22
4. Listening comprehension	.04	.26	.51	.27
5. Support family-friends	.03	.30	.55	.22
6. Orderly	.01	.32	.57	.18
7. Courageous	.01	.33	.58	-.21

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

9. EXPECTATIONS FROM THE LEARNING OF THE L₂

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Interest in foreign lang.	.05	.05	.23	.23
2. Capable	.05	.11	.33	-.23
3. Emotional - stable	.04	.15	.39	.20
4. Phonetic script	.04	.20	.45	.22
5. Integrative motivation	.01	.22	.47	.19

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

10. PERCEPTIONS OF THE LANGUAGE BUREAU

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes to other lang. groups	.05	.05	.24	.24
2. Words in sentences	.05	.11	.33	-.23
3. Cheerful	.04	.16	.40	-.19
4. Untrustworthy - consc.	.02	.19	.43	.14
5. Spelling clues	.02	.21	.46	-.17

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

11. OPPORTUNITIES FOR CONTACT WITH THE L₂ AT WORK
among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Imaginative	.07	.07	.26	-.26
2. Logical	.08	.15	.39	.24
3. Obliging	.04	.19	.44	.21
4. Attitudes to learning L ₂	.03	.23	.48	-.16
5. Relaxed - tense	.01	.24	.49	-.13

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

12. PERCEPTIONS OF LANGUAGE REQUIREMENTS FOR POSITIONS

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Interest in foreign lang.	.15	.15	.38	-.38
2. Self-controlled	.03	.18	.42	.22
3. Confident - suspicious	.02	.21	.47	-.17
4. Paired associates	.01	.22	.47	-.15
5. Attitudes to learn L ₂	.01	.23	.48	-.31

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

TABLE 4.4-5- (Cont'd)

The most important* variables in explaining the component

13. LACK OF INSISTENCE BY INTERFACING PERSONNEL

among public servants in the Anglophone BEFORE sample

Variable selected	% of the variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Obliging	.09	.09	.30	.30
2. Attitudes to other lang. groups	.04	.13	.37	.22
3. Sex	.02	.16	.40	-.23
4. Untrustworthy - consc.	.01	.17	.42	-.20
5. Indulgent	.01	.19	.44	.21

N.B. Only significant variables accounting for 1% (.01) or more of the variance were selected.

If we examine the content of the correlations, we can observe the interaction between the various variables.

a) Socio-biographical characteristics

The links between these variables and the organizational components are infrequent and isolated. Two variables are related to Group 1: it would appear that a higher salary level goes together with a sense of belonging to the working unit, and that public servants with a high level of education demonstrate less resistance to leave the unit. Two other variables are related to Group 3: public servants who are young or female tend to perceive a higher level of reinforcement and insistence on the part of Francophones. These intercorrelations are few and do not present any definite pattern. It is difficult to draw any conclusions from them.

b) Language aptitudes

These variables are related primarily to Group 4, although there is some relationship with Groups 2, 3 and 5. High aptitude levels correspond to the greater use of the second language both at work and outside the working environment, to the better acceptance of language requirements, perception of more support for the use of the second language, and more criticism of the Language Bureau.

c) Personality traits

These variables have some relationship with almost all the groups of components. However, since these variables often differ from one relationship to another, it is difficult to bring them together. If we attempt to summarize the intercorrelations that recur, we obtain the following data: the trait "conscientious" would be related to the use of the second language, perception of more insistence on the part of

Francophones, and a positive perception of the Language Bureau; the trait "sensitive" would be linked with use; a definite, confident, and emotionally stable character would be associated with the perception of more support and higher expectations from the learning process; the trait "inquiring mind" would produce less resistance to leave the unit and a positive perception of the support received.

d) Values

These variables are related to all the groups. The relationship is greatest with Groups 2 and 3.

- independence and courage would be related to greater use;
- obligingness with a more positive perception of support;
- initiative with a more negative perception of support;
- responsibility and self-control with a greater acceptance of the utility of the second language and language requirements;
- competence with more positive expectations from the learning process;
- order, politeness, and affection with less use and a more negative perception of support.

e) Attitudes and motivation

These variables have intercorrelations with all groups, but especially with Groups 2, 3, and 4.

- interest in a foreign language, encouragement by family and friends, and a low level of anxiety results in greater use;
- positive attitudes towards learning the second language and towards French-Canadians and interest in a foreign language go together with a positive perception of support;
- integrative motivation, positive attitudes towards learning and French-Canadians, interest in a foreign language, and encouragement produce a more positive perception of the implementation of bilingualism.

These variables also have some relationship with Groups 1 and 5. Positive attitudes towards French-Canadians would be associated with a stronger sense of belonging to the working unit, and integrative motivation and interest in a foreign language would produce higher expectations from the learning process. It is not surprising that attitudes reflect similar relationships with perceptions. First, we measured those attitudes which are directly related to the learning of a second language; secondly, if we regard them from the standpoint of personality, we can say that they are closely related to perceptions and action than the other individual variables we measured, which are more stable and more fundamental. The influence of the conditions of the organizational environment on attitudes must also be taken into account; although these are not easily modified, it is nevertheless possible that they might be determined, at least in part, by the prevailing environment.

4.4.3 What picture of the public servant preparing to go on the LTP emerges from the interaction of all these variables?

The results which emerge from the public servants' perceptions of the conditions of their organizational environment lead us to the following conclusions: some elements were favourable towards preparing

the public servant properly for his LTP, some were unfavourable, and some were ambiguous.

- the favourable elements involved Groups 1, 3, and 4: the sense of belonging to the unit, the attitude of superiors, and the utility of the second language in dealings with the public and in interpersonal relationships;
- the unfavourable elements involved Groups 2, 3, and 4: use of the second language, contact with it, the insistence of Francophones, utility on the job, and language requirements;
- the ambiguous elements involved Group 3: support from superiors, colleagues, interfacing personnel, and the norms of the unit.

If we compare the descriptive data of the values and their intercorrelations with the components, the elements can also be divided into three groups:

- the favourable elements: 4 values in the first 6 places also have a positive influence on perceptions; 2 of the values which have a negative influence appear in the last 3 places;
- the unfavourable elements: only one value with a positive influence is found in the latter places (obligingness);
- the ambiguous elements: 1 value with a negative influence nevertheless appears in 7th place, and 1 value with a positive influence occupies 9th place.

In general, we can say that values have a positive influence; in other words the most beneficial characteristics have a relationship with positive perceptions of the organizational environment.

The elements can also be grouped together on the basis of the data from the attitudes scale:

- the favourable elements: attitude towards learning a second language and interest in a foreign language are fairly high and have the most intercorrelations with positive perceptions; the most unfavourable factor, anxiety, seems to have little relationship with perceptions;
- the fairly favourable elements: attitude towards the French-Canadians and encouragement by family and friends are fairly high and exert an average influence;
- the ambiguous elements: integrative motivation is less influential than it should be in theory; it is also surprising that instrumental motivation has no influence whatever.

We may conclude that, in general, attitudes are positive and influence the perceptions of the organizational environment.

Despite the positive influence of values and attitudes, some of the conditions of the organizational environment remain problematic or are perceived ambivalently. In view of the fact that the individual variables explain, on average, only 24% of the variations in perception, it would appear that even if a public servant had values which were more or less in keeping with a positive perception of bilingualism and attitudes which were most positive towards the second language, he would nevertheless list a series of organizational elements which do not facilitate motivation to learn the second language and use it in the working environment.

SUMMARY OF SECTION 4.4

The perception that English-speaking public servants have of their organizational environment before the LTP does not, in general, depend on their socio-biographical characteristics or their individual psychological traits, but rather on the characteristics of the organizational environment itself. The only views that can be fairly reliably predicted on the basis of the variables we studied are the perception of the rate of use of the second language outside the working environment and the perception of the lack of support from the working unit.

Some variables have, however, proven to be important factors in the variation in perception of the organizational context:

- a) integrative motivation in the case of the perception of the utility of French for participating in the activities of the organization;
- b) lack of anxiety associated with the use of French in the case of the perception of the rate of the use of French outside the working environment;
- c) interest in foreign languages in the case of the perception of a coincidence between the formal language requirements for positions and the actual requirements of the position.

The importance attributed to certain values (obliging, imaginative, independent, logical, responsible) has an effect on the perception of a variety of components of the organizational environment. These are, however, primarily the attitudes and motivations (interest in foreign languages, lack of anxiety associated with the use of the second language, and integrative motivation) which influence the perception of the organizational environment in a positive sense.

4.5 WHAT SUGGESTIONS DO THESE PUBLIC SERVANTS HAVE WITH REGARD TO THE CANADIAN GOVERNMENT'S LTP?

Since the individual interviews enabled us to identify the elements which, in the opinion of the public servants, facilitate his entry into the LTP or create problems for them, we shall now draw on the responses to the questions regarding SUGGESTIONS to outline changes which could improve the public servants' state of mind when they are preparing to start the programme. Although these results do not provide us with an objective order of importance for the changes, they nevertheless indicate the scope of the public servants' needs as they perceive them⁴⁹. Since the student's state of mind at the outset is likely to have a definite influence on his future attitudes and behaviour, we believe that these suggestions concerning measures to be implemented or improved contain some important elements.

4.5.1 Brief summary of the methodology used to gather suggestions

4.5.1.1 Instrument used

The suggestions were collected by means of personal interviews during the BEFORE study. These interviews were conducted as the public servants came into contact with the Orientation Service. They had had their initial contact with the organization surrounding LTP and were about to take their first course. The procedure was obviously the same as for the individual interviews. The sampling conditions are described in Section 3.2 of the chapter on methodology.

⁴⁹ Throughout this section it is important to bear in mind that the SUGGESTIONS outlined are those of the public servants we interviewed and not those of the authors of this report.

4.5.1.2 The sample

This was a sub-sample of 41 English-speaking public servants. Since the subjects were chosen at random, there was a degree of variety in their organizational, socio-biographical, personal and psycho-sociological characteristics which enabled us to analyse their responses as an indication of the reactions of the whole sample. It is, of course, necessary to bear in mind the possible variations due to the influence of these variables.

4.5.1.3 Content of the questions

The questions were as follows:

"Do you have any suggestions to make:

Question 9.1: concerning means which would assist in providing better preparation for language training?

Question 9.2: about the Language Bureau?

Question 9.3: concerning the language training programme in general?

Question 9.4: concerning the language requirements for positions?

Question 9.5: other suggestions?"

4.5.1.4 Correction

The responses were corrected in the form of an analysis of their content, using a coding system involving 5 main topics:

- inquiries
- socio-educational aspects
- psycho-political aspects

- psycho-social aspects
- organizational aspects.

4.5.2 Description and categorization of the suggestions received

4.5.2.1 Response rate

Table 4.5-1- on the following page indicates the number of suggestions received for each question and the proportion of the subjects making the suggestions (since each subject had the opportunity of giving answers to each question).

TABLE 4.5-1-

Response rate for each question: 9.1 "Preparation", 9.2 "Language Bureau", 9.3 "LTP in general", 9.4 "Language requirements for positions", 9.5 "Other".

	Questions					Total
	9.1	9.2	9.3	9.4	9.5	
- no answer	10	9	18	2	19	
- don't know	4	9	5	5	1	
- suggestions	40	30	22	43	21	156
- % of suggestions	25.6%	19.2%	14.1%	27.6%	13.5%	
- subjects who made a suggestion	27	23	18	34	21	
- % of subjects who made a suggestion	65.8%	56.1%	43.9%	82.9%	51.2%	

Almost all the subjects had something to say with regard to the language requirements for positions; this element is very much in their minds when they go for orientation for a type of course which correspond to their aptitudes and the language level they are supposed to attain. A fairly high percentage of the subjects felt that the preparation for the courses could be improved. Slightly more than half the subjects interviewed already had some ideas on possible changes with regard to the Language Bureau. The programme itself would appear to be less well-known at this stage, hence the low percentage of respondents. The last question (9.5), which was intended to elicit suggestions concerning elements not mentioned in the other questions, also produced fewer responses.

4.5.2.2 Category of responses

a) Inquiries

Inquiries were related to other aspects, such as socio-educational, socio-political, organizational, and so on. We thought it appropriate to create a separate category for this, since the response rate in this area was high. In general, public servants suggest that the Language Bureau or its Department should provide them with more information before they reach this stage of involvement in their language training.

b) Socio-educational aspects

The changes suggested involved:

- teaching methods
- evaluation methods
- course length

- classification by level
- the extent of learning provided by the programme
- organization: number of teachers
organization of instructional materials

c) Socio-political aspects

The suggestions involved:

- the Official Languages Act
- the criteria for designating positions
- structures to provide better support
- measures to be taken by the government with regard to bilingualism

d) Psycho-social aspects

Changes were suggested which would affect:

- the public servant's motivation
- the degree of support he receives
- his perception of the LTP
- his interaction with his teachers
- the atmosphere prevailing in the LTP.

e) Organizational aspects

These involved the organization:

- at the departmental level
 - . career and promotional aspects
- within the Language Bureau:
 - . administration, material organization.

4.5.3 Detailed results

Table 4.5-2- below presents a synthesis of the suggestions arranged according to the various aspects. The percentages indicate the proportion of responses in a given field in relation to the total number of suggestions. The actual suggestions received in answer to each question are given in the tables in Appendix 2, Section 2.4.1.

TABLE 4.5-2-

Suggestions received from the 41 BEFORE English-speaking public servants

	Questions					Total	
	F					F	%
	9.1	9.2	9.3	9.4	9.5		
<u>1. Inquiries</u>							
- methods and content	12	0	2	0	1	15	9.6
- organization (start of course)	9	4	0	0	1	14	9
- legis. and criteria	1	0	0	5	0	6	3.8
- statistics (success and use)	0	0	1	0	2	3	1.9
- occupation (position)	1	1	0	0	0	2	1.3
- general (unspecified)	0	2	0	0	0	2	1.3
- total	23	7	3	5	4	42	26.9
<u>2. Desirable Changes:</u>							
<u>- Socio-educational aspects:</u>							
- methods (teaching, evaluation)	6	3	4	0	4	17	10.9
- course length and levels	0	2	5	5	1	13	8.3
- organization (teachers and materials)	1	5	0	0	0	6	3.8
- total	7	10	9	5	5	36	23.1

TABLE 4.5-2- (Cont'd)

Suggestions received from the 41 BEFORE English-speaking public servants

	Questions					Total	
	F					F	%
	9.1	9.2	9.3	9.4	9.5		
<u>- Socio-political aspects:</u>							
- criteria for designating positions	0	0	0	8	0	8	5.1
- less extensive bilingualism	0	1	0	4	2	7	4.5
- bilingualism at a young age	3	0	0	0	2	5	3.2
- more extensive bilingualism	0	0	0	2	1	3	1.9
- support structures	0	0	1	0	1	2	1.3
- total	3	1	1	14	6	25	16
<u>- Psycho-social aspects:</u>							
- (atmosphere, support, motivation)	5	3	1	0	2	11	7.1
- total	5	3	1	0	2	11	7.1
<u>- Organizational and material aspects:</u>							
- total	0	5	1	0	0	6	3.8
- total	0	5	1	0	0	6	3.8
<u>- Career aspects:</u>							
- general (negative comments)	0	0	0	12	0	12	7.7
- total	0	0	0	12	0	12	7.7

TABLE 4.5-2- (Cont'd)

Suggestions received from the 41 BEFORE English-speaking public servants

	Questions					Total	
	F					F	%
	9.1	9.2	9.3	9.4	9.5		
- <u>No Changes Needed</u>							
(positive comments)	1	4	7	7	1	20	12.8
- total	1	4	7	7	1	20	12.8
TOTAL SUGGESTIONS	40	30	22	43	21	156	

4.5.3.1 Inquiries

In general, the most common suggestion was that the public servants should receive more information. They felt that this information should deal with teaching methods, course content and the organization associated with their entry into the programme.

a) Methods

The subjects would like to know in advance how the course will be taught; will the methods be traditional or audio-visual? How will they be evaluated? Some would even like to be able to experiment with the programme in advance; in other words, they would like to familiarize themselves with the teaching methods and with the various types of structures before their performance is being evaluated.

b) Content

Here the request is for better preparation in terms of linguistic content. Some subjects requested a preparatory course of some sort which would be traditional in nature and would refresh their memory and give them a grammatical base to which they could refer when faced with audio-visual methods.

c) Organization

The public servants would like to be notified farther in advance of the date on which they have to report to the Language Bureau. They complained that they were notified of the date when the course began only at the last minute.

Some subjects would like to know the criteria used in evaluating the language requirements for positions. This is apparently not always evident. The other requests had to do with the proportion of public servants who pass the language training programme and who use French in their work after the course and on the subject's future career prospects.

4.5.3.2 Socio-educational aspects

The suggestions dealing with these aspects are almost as numerous as the preceding ones. Particular mention was made of teaching and evaluation methods, course length and language levels. A number of responses were concerned with material and instructional organization.

a) Methods

The most frequently voiced need is as follows: to provide more opportunities to practice oral expression and listening comprehension in French; to provide more films, tapes, conversation, laboratories, activities in French outside the classroom, and radio and television programmes adapted to their level of knowledge. They also want changes brought to the evaluation methods; with the exception of one who wanted to be evaluated once at the end of the programme and not every month, the subjects did not specify what form these improvements should take. Some of those interviewed appeared concerned primarily with the extent of their knowledge at the outset: they wanted methods which would take their problems into account, to be taught written French first or to be taught some shorthand tricks so that they could take notes during the course.

b) Course length and levels

With regard to the course itself, they asked for greater flexibility in terms of its length; some did not have sufficient time to learn. In addition, interested students should be able to pursue their studies. Cyclical course were proposed, either in order to integrate the learning process more into the job, or to enable them to retain what they had learned (for example, one day per week for two years following the course). Greater flexibility was also requested with regard to levels; some public servants go so far as to demand an opportunity to pursue the programme as far as their abilities would allow them and not to a predetermined level. Some requested more accurate classification: levels should be higher to bring them into line with the actual requirements of certain positions.

c) Organization

The requests here were for smaller schools and for more teachers and instructional material.

4.5.3.3 Socio-political aspects

This section elicited 16% of the suggestions and 7.7% of the negative comments. The suggestions dealt with the criteria for designating positions and with the Official Languages Act.

a) Criteria

Greater flexibility was requested; the criteria should be more individualized. In other words, they should take the individual into account, together with the specific position he occupies, and should not be a rigid application of the broad principles of the Act. The criterion proposed is as follows: the actual requirements of the position.

b) The Act

Some subjects contested the Act itself. In their view, it was not necessary that bilingualism should be distributed on the basis of the number of people. Only certain strategic positions should be designated bilingual and they should, where possible, be occupied by people who are already bilingual. The wish was expressed that the LTP be truly voluntary.

4.5.3.4 Psycho-social aspects

Although the suggestions we have mentioned already may all have some influence on psychological aspects, some responses dealt directly with these aspects. The public servants suggested that the atmosphere prevailing in the programme should be less bureaucratic and impersonal. They wanted those in charge to take each individual into account to a greater extent and provide more support and encouragement.

4.5.3.5 Organizational and material aspects

Very few suggestions were made. There was a desire for a more unified administration in the Language Bureau (fewer bosses) and for a better geographical location for the school.

4.5.3.6 Career aspects

Here again there were few suggestions. Those that were received dealt either with the financial aspect (salary, reimbursement) or with career-related concerns (maintaining contact with the working environment, the priority of professional abilities and not linguistic ones in determining promotion ...).

4.5.4 Analysis and synthesis

The proposed changes could, in the opinion of the 41 public servants who were consulted: influence the motivation and attitudes of public servants and make possible more rapid integration, improved participation, and more satisfactory learning.

4.5.4.1 Effect on motivation and attitudes

A number of public servants seem hesitant with regard to the criteria for designating positions and the way in which the Official Languages Act is being implemented. They propose, in effect, that the criterion should be the actual requirement of the position. They feel that positions are not always designated in accordance with the actual need to speak French. Several subjects would like the Act to be implemented less extensively. Their feeling is that fewer bilingual public servants would be sufficient to meet the overall requirements of the Act. Whether these public servants are right or not, the fact remains that their attitudes on this score are quite likely to lessen their motivation when they enter the programme. They claim that they are motivated to learn

French, but their motivation would be stronger if they were convinced that what they learn will be really useful and even necessary in their future careers.

4.5.4.2 More rapid integration and improved participation

The public servants expressed a great desire for information. They have no clear picture of what to expect in the LTP. Despite of what they may have heard from their colleagues (and perhaps because of it) and despite their initial contact with the Language Bureau, they seem unsure of the type of methods used and the attendant structures. Some of them, although they express confidence in the programme as a whole, show some apprehension over the degree of adjustment that will be required of them. In their view, it would be easier to become integrated into the process if some structure were established which would enable them to familiarize themselves with the type of programme. Basically, the fact that they would know in advance that they could participate in the programme for a period of time without having their performance evaluated during that period would probably make them feel more confident. Their adjustment would be quicker in view of their complaints that they were notified of the course at the last minute.

4.5.4.3 Improved learning

The main suggestion is that the methods used should entail greater participation on the part of the student. As we have seen, the public servants do not always have a clear idea of the methods used. However, they seem to feel that the programme should give them more opportunity to speak French and listen to it in everyday situations, which would enable them to learn in real working situations. According to the subjects, they would be able to learn more if the length of the course and the level they have to attain were more realistic and tailored to their abilities in order to avoid failures. Finally, it would seem that the learning process would be helped if it were supported by a more personal and encouraging atmosphere.

SUMMARY OF SECTION 4.5

The SUGGESTIONS were gathered by means of individual interviews with 41 English-speaking public servants. The most frequent suggestions were inquiries on teaching methods, course content, and the organization associated with the programme. Suggestions dealing with the socio-educational aspect were almost as numerous; the principal demand was for improved teaching and evaluation methods and for greater flexibility with regard to course length and the language levels that have to be attained. As far as the socio-political aspect is concerned, they want the Act to be more realistic, and want the criteria used to establish the language requirements for positions to be more in keeping with the actual needs of the position. There were fewer suggestions dealing with the psycho-social aspect: they requested a more personal atmosphere with more support and encouragement during the learning process. The following elements emerged from our analysis:

- a) better implementation of the Official Languages Act could have a positive influence on the motivation and attitudes of the public servants who want to take an LTP;
- b) it would appear that providing more information before the LTP might make possible more rapid integration and improved participation in the programme;
- c) a better atmosphere and a programme more tailored to individual abilities and the future use of the second language could result in better learning.

CHAPTER V

**Psycho-pedagogical conditions affecting the learning
of a second language during a continuous
language training program**

CHAPTER V

PSYCHO-PEDAGOGICAL CONDITIONS AFFECTING THE LEARNING OF A SECOND LANGUAGE DURING A CONTINUOUS LANGUAGE TRAINING PROGRAM

Our study C2, DURING the LTPs, deals, it will be recalled, with the psychopedagogical conditions

- affecting the learning of FRENCH as a second language by ENGLISH-SPEAKING public servants
- and affecting the learning of ENGLISH as a second language by FRENCH-SPEAKING public servants.

As we explained earlier (see the INTRODUCTION), these two sub-studies were carried out independently. In both cases, we begin by describing the public servant-students' perceptions of the psycho-pedagogical context in which they find themselves during their LTP; after this we go on to the perceptions, within the same context, of the teachers instructing these students; finally, we look at the socio-biographical characteristics and principal psychological traits of these public servants, their attitudes and motivation with respect to the second language, their perceptions of their previous organizational context, and we conclude with an analysis of the most important factors related to the perceptions of the public servant-students of the psycho-pedagogical context of the LTPs.

Following these statistical analyses, we present the results of a qualitative study of the evolution of the 13 LTP classes (11 FRENCH and 2 ENGLISH) over a typical month. The results of this analysis are compared with those emerging from the preceding analyses.

The final section of this chapter, then, is devoted to a description of the SUGGESTIONS for the improvement of the LTPs, offered in the course of our study by the public servants and teachers, both English- and French-speaking.

5.1 LEARNING FRENCH AS A SECOND LANGUAGE

5.1.1 What is the nature of the PSYCHO-PEDAGOGICAL CONTEXT experienced by the English-speaking public servant-students of a continuous LTP in FRENCH as a second language?

This section describes the psycho-pedagogical environment as perceived by the English-speaking public servant-students of a continuous language training program in French. We shall present the perceptions collected from these people on the basis of their answers to questionnaire G and to the questions added to this questionnaire.

5.1.1.1 What does questionnaire G reveal?

The data which we shall analyze in this section come from scale G. This instrument is described in detail in Chapter 3. As the reader may recall, scale G is composed of 81 statements with which the respondent is asked to indicate his agreement or disagreement, together with 5 open questions in addition to these 81 statements.

The statements from scale G were subjected to factor analysis, which pinpointed 6 factors, i.e.:

- value of the teaching method used,
- cohesion of the learning group,
- satisfaction with the teachers,
- effectiveness of the Language Bureau,
- level of linguistic proficiency expected on completion of the course,
- degree of motivation to learn the second language.

Ten additional factors, each composed of a single item and covering a full 46 of the items on the questionnaire, were added to these 6 factors on an "a priori" basis.

At the same time, a content analysis grid was used to study the answers to the questionnaire's open questions, which deal essentially with the factors responsible for the principal difficulties encountered by the students during training and with the reasons attributed by them for failures and dropping out during training.

We shall not describe questionnaire G in any greater detail, in view of the fact that Chapter 3 may be consulted for a complete description of this instrument. The reader would be well advised in particular to read the definitions of the components of the psycho-pedagogical context given in table 3-4-. The results for all the components of the psycho-educational context covered by the questionnaire are presented in table 5.1.1-1- on the following page. This table shows the means, the number of respondents and the standard deviations for each of the components⁵⁰. To understand more fully the scores observed, it should be recalled that the respondents were asked to indicate, on a scale of 1 to 6, their disagreement (points 1, 2 and 3 on the response scale) or their agreement (points 4, 5 and 6 on the response scale) with each of the questionnaire's statements. Mean scores lower than 3.5 thus express disagreement, while mean scores higher than 3.5 express agreement with the group of statements representing each of the components of this context.

First, we shall examine the results on the 6 components selected by factor analysis, and then the results on the other 10 components.

⁵⁰ See Appendix 3 for detailed results.

TABLE 5.1.1-1-

Results given by the English-speaking public servant-students on the various components of the psycho-pedagogical context covered by questionnaire G.

Components	M	Standard deviation	N
1. Value of the teaching method used	3.86	0.65	924
2. Cohesion of the learning group	4.04	0.42	924
3. Satisfaction with the teachers	4.33	0.60	924
4. Effectiveness of the Language Bureau	3.39	0.81	924
5. Level of linguistic proficiency expected on completion of the course	3.99	0.79	924
6. Degree of motivation to learn the second language	3.68	0.46	924
7. Ability of the evaluations made to keep the students informed of their progress	4.02	0.90	881
8. Degree of concentration by the course on the LKE	3.65	1.15	888
9. The LKE as a source of tension	3.83	1.27	884
10. Adequacy of the teaching rhythm	3.60	0.95	913
11. Adequacy of progress evaluations	3.47	1.25	883
12. Satisfaction with the work done	3.92	0.78	916
13. Adequacy of the teaching materials	3.36	1.07	918
14. Perceived linguistic ability	3.14	0.56	923
15. Variation of interest in the subject matter	3.44	0.88	919
16. Satisfaction with the course	3.76	0.97	918

a) Factor components of "G"

Value of the teaching method used

The English-speaking students appear to be relatively neutral towards the principal teaching method used in their courses (component 1: $M = 3.86$). Their mean response to the 8 statements attributing positive traits to the teaching method thus does not reach the first level of agreement on the response scale. The following are the results for each of these statements:

- this method lets me know what new things I will be able to do at the end of each lesson ($M = 3.50$);
- this method is stimulating: it arouses a lot of interest in the new materials presented in each lesson ($M = 3.52$);
- this method lets me establish connections easily between what I already know and what I am learning ($M = 3.84$);
- this method helps bring out my active participation ($M = 4.07$);
- this method lets me see the results of my efforts as I make them ($M = 3.85$);
- this method facilitates interaction among the students ($M = 4.12$);
- this method facilitates interaction with the teacher ($M = 4.15$);
- this method is well adapted to my way of learning ($M = 3.50$).

The principal teaching method used in class appears, then, first of all to facilitate interaction and participation, although not to any pronounced degree. It does not always enable the student to know what he/she will be able to do at the end of each lesson, does not readily arouse interest, and is not always well adapted to the students' ways of learning. The method, finally, does not always allow the students to relate easily what they already know to what they are learning, and see the results of their efforts as they make them.

This group of results suggests that students participate and interact with the teacher and among themselves, but without any clear understanding or sense of control over the work, or any very marked interest in what they are learning.

Cohesion of the learning group

The English-speaking students belong to groups which they perceive as minimally cohesive (component 2: $M = 4.04$). There are no marked conflicts between the members of the groups as a whole ($M = 3.35$), and, in any case, these conflicts have little impact on the learning process ($M = 2.73$). In general, the atmosphere is such that they are moderately at ease when they speak French ($M = 4.61$), not necessarily having to "fight" to be able to participate ($M = 4.53$); however, they have only a slight feeling of belonging to a real team ($M = 4.02$) and few of them think of themselves as being almost always relaxed ($M = 3.97$). While some fellow students do become friends ($M = 4.31$), on the whole the feelings between the students are no more than merely acceptable ($M = 3.99$). Attempts to learn among themselves appear to be fairly rare ($M = 3.81$).

The student groups thus appear, on the whole, to be relatively neutral in terms of emotions. The students appear to maintain a state of interpersonal equilibrium such that the group atmosphere, while not unpleasant, does not give the feeling of belonging to a "team of learners" which would promote learning together.

Satisfaction with the teachers

The most favourable of the students' answers with respect to the components of the psycho-pedagogical context as a whole concern the teachers. Their mean agreement with those statements which describe the teachers in a positive light is the highest of the scores observed on scale G (component 3: $M = 4.33$). Still, this score represents only slight agreement with the said statements concerning the teachers.

Here we see the perceptions which the English-speaking students have of their teachers.

- considering the circumstances, our teachers have divided up the subject matter well among the class periods ($M = 4.18$);
- by the way they teach our teachers have helped us to assimilate the contents of the course ($M = 4.25$);
- our teachers were generally aware of any difficulties which we have had in assimilating the subject matter of the course ($M = 4.13$);
- our teachers are able to answer our questions satisfactorily ($M = 4.43$);
- our teachers are open to the suggestions and the criticisms we offered them ($M = 4.29$);
- the various conversations we have had with our teachers have contributed to making their courses interesting ($M = 4.39$);
- our teachers have shown an accessibility which has encouraged us to consult them when we needed to ($M = 4.54$);
- our teachers respected the schedules arranged for the courses, meetings, etc. ($M = 3.63$);
- in general, in my relations with the teachers I have the feeling that I have been treated like a person and not like a number ($M = 4.79$).

Finally, when the students are asked to express their degree of satisfaction with regard to the teaching of all their teachers, their mean response is located at point 3.34 of the response scale specific to this question⁵¹, i.e. their satisfaction is "more or less strong". Their evaluation of the teaching itself is thus less positive than the evaluation of other more personal characteristics in the teachers.

Effectiveness of the Language Bureau

The effectiveness of the Language Bureau tends to be viewed negatively. This effectiveness is evaluated first in general terms, then specifically with respect to the accuracy of the information which it offers students, and lastly in terms of the ability of the administrators to create an atmosphere which promotes learning. The following are the answers given to the various relevant statements:

- broadly speaking, the Language Bureau is an effective institution (M = 3.30);
- as far as the course content is concerned, the information which I received from the Language Bureau was very accurate (M = 3.05);
- as far as the teaching methods are concerned, the information which I received from the Language Bureau was very accurate (M = 3.14);
- as far as the methods by which I would be evaluated are concerned, the information which I received from the Language Bureau was very accurate (M = 2.85);
- the administrators of my school contribute to the creation of an atmosphere which promotes learning (M = 3.36).

51 Degree of satisfaction: scale of response

0 = impossible to say
1 = very weak
2 = weak
3 = more or less strong
4 = strong
5 = very strong

Level of linguistic proficiency expected on completion
of the course

The English-speaking public servants do not expect a very high level of facility in the use of the linguistic abilities on completion of their training (component 5: $M = 3.99$). Their degree of agreement with the following statements reflects this:

- after taking this course, I expect to be able to read French easily ($M = 4.22$);
- after taking this course, I expect to be able to speak French easily ($M = 3.79$);
- after taking this course, I expect to be able to write French easily ($M = 3.71$);
- after taking this course, I expect to be able to understand spoken French easily ($M = 4.08$).

The comprehension abilities (reading, understanding) appear to be perceived as more liable to permit attainment of greater facility than the communication abilities (speaking, writing).

The students thus have only modest expectations with respect to their future facility in the French language. It is impossible for us to say whether they are based on a realistic evaluation of their present ability and of the learning resources available to them, or whether they reflect their degree of motivation to learn.

Degree of motivation to learn the second language

The "degree of motivation to learn the second language", one of the general components selected by factor analysis, obtains a mean score of 3.68. It is the answers to the individual statements, however, which provide the most enlightening information on student motivation.

Some statements deal with the effort being made or the strength of the motivation to learn:

- I try to continue learning French outside the Language Bureau program (M = 4.40);
- in general, I have felt motivated to learn French throughout the course (M = 4.26);
- if I compare myself to the other students, I think my interest in learning French is located...above average (M = 3.58)⁵².

Another statement deals with the determination to learn:

- I would have taken a French language course even if I had had to pay for it myself and take it in my spare time (M = 3.12).

Another statement reflects the student's motivation through his attitude towards the Language Bureau:

- generally speaking, the Language Bureau is a necessary institution (M = 3.72).

Finally, a last statement measures the extent to which the students' motivation can be reduced to wanting to pass the LKE:

- my one and only goal in taking this language training course is to pass the Language Knowledge Examination (LKE) (M = 2.50).

52 The scale of response to this statement is as follows:

0 = impossible to say
1 = well below average
2 = below average
3 = average
4 = above average
5 = well above average

These data show that,

1. when motivation is associated with the interest in learning or with the energy actually devoted to learning, the students perceive themselves as having a somewhat positive motivation;
2. when motivation is associated with the degree of determination to acquire a knowledge of French despite the costs, however, the students show a somewhat negative motivation;
3. when their motivation is considered through their attitude towards the necessity for the existence of the institution providing their French training, their motivation appears very slightly positive;
4. finally, when the nature of the students' motivation is considered, we see that it is not purely instrumental and that the students deny rather strenuously that it involves no more than wanting to pass the examination.

In short, the English-speaking public servant-students have some interest in learning French and are not working at it solely to pass their LKE; however, they would not be prepared "a priori" to devote a great deal of their own time and money to it. Finally, they are relatively neutral towards the necessity of the Language Bureau as an institution.

b) Other components of the psycho-pedagogical context

The other components of the psycho-pedagogical context of questionnaire G involve a single statement each. They represent a survey of different aspects of the teaching environment. We shall examine them more briefly than the components analyzed above, grouping them as environmental conditions which are favourable, unfavourable or neutral to the learning process.

Favourable conditions

- The English-speaking public servant-students express slight agreement with the statement that their teachers' evaluations have kept them sufficiently informed of their progress during the courses (component 7: $M = 4.02$). This level of agreement suggests that these evaluations inform the public servant-student of the value of his performance more than they analyze this performance. This interpretation, however, is pure hypothesis, and cannot be verified by our results;
- the English-speaking students agree somewhat with the statement that they are satisfied with the work they have done for their courses (component 12: $M = 3.92$); the same is true of the statement that they are satisfied with the course (component 16: $M = 3.76$). These statements again reflect a condition favourable to learning which requires only mild agreement on the part of the students;
- the adequacy of the rhythm at which the material is taught in class, in the sense that the teaching rhythm permits the student to follow his own rate of learning, receives only vague recognition from the students (component 10: $M = 3.60$);
- finally, the students' interest in the material seems to have increased somewhat (component 15: $M = 3.44$)⁵³.

53

The scale of response for component 15 was the following:

0 = impossible to say
1 = greatly diminished
2 = somewhat diminished
3 = stayed the same
4 = somewhat increased
5 = greatly increased

Unfavourable conditions

- The students agree somewhat with the statement that the worst tensions in class are caused by the necessity of passing the LKE (component 9: $M = 3.83$) and also with the statement that, as a whole, the courses are more directed toward passing the LKE than toward really learning French (component 8: $M = 3.65$);
- the English-speaking public servants express slight disagreement with the statement affirming the adequacy of the teaching materials (tapes, recorders, etc.) (component 13: $M = 3.36$).

Neutral conditions

- The students feel that their ability to learn is average (component 14: $M = 3.14$)⁵⁴

As we can see, few conditions in the psycho-pedagogical environment are clearly favourable or unfavourable. It will be interesting, however, to observe the link between the variation in the perceptions of these components by our subjects and the variation in the other variables measured by our study; this link is examined in section 5.1.6. In addition, the interested reader may observe the relationship between the perception of these components and linguistic proficiency as verified in the study by Group B.

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The scale of response to component 14 is the following:

0 = impossible to say
1 = well below average
2 = below average
3 = average
4 = above average
5 = well above average

5.1.1.2 What do the English-speaking public servants say about the difficulties and reasons for failure in the LTPs?

To complete our review of the psycho-pedagogical context as perceived by the English-speaking public servant-students, we shall now present the results obtained in answer to the open questions in questionnaire G. Note first that 1 of the 5 open questions has been the subject of specific analysis by Group D; this question dealt with the principal teaching method used in class. Two of the other four questions dealt with suggestions by the public servants of ways to reduce the number of failures and dropouts. These questions have been examined in section 5.4. The open questions which concern us here are questions 83 and 84.

Open questions 83 and 84, questionnaire G, read as follows⁵⁵:

83: "What do you think are the principal sources of difficulties in your class right now?"

84: "What do you think are the three main reasons for the failure or dropping out of English-speaking students in the Canadian government's language training programs?"

The answers to these questions were subjected to content analysis, the results of which are presented in tables 5.1.1-2- and 5.1.1-3- on the following pages.

The data presented in the 2 preceding tables should not be considered as either invalidating or confirming the data presented earlier in this section (5.1.1). The data collected by means of the open questions merely complement the earlier data; they relate to specific points (e.g. failure) and do not provide any information per se on the

55

Detailed answers to the open questions appear in Appendix 2.

factors themselves. For instance, lack of motivation may be one of the main reasons for failure, yet it is not true to say that the students are unmotivated.

Given this qualification, table 5.1.1-2- shows clearly that the principal source of difficulty identified by the students lies in the composition of the class groups. These groups are composed of individuals who differ too widely in terms of linguistic proficiency and professional status. The second major source of difficulties lies in the students themselves, i.e. in their motivation and attitude. Third, and much less important than the other two sources of difficulties, is the motivation and attitude of the other teachers, seen by the students as a source of difficulties.

As regards failure and dropping out, the students blame themselves in 3 of the first 4 factors which they mention: student motivation and attitude, particular learning difficulties, personal characteristics. Teaching is the third of the factors mentioned, and the organizational environment within which they work is ranked in fifth place. We might note, finally, that the teachers are relatively infrequently listed among the reasons for failure or the sources of difficulties.

TABLE 5.1.1-2-

Principal sources of difficulties in class according to the English-speaking students

Sources of difficulties	% of total number of mentions	Rank
Group composition (learning level and professional status)	30.5	1
Student motivation and attitudes	25.3	2
Teacher motivation and attitude	10.5	3
Teaching	7.7	4
Teaching environment	4.7	5
Personal characteristics	2.0	6
Particular learning difficulties	1.3	7
Other miscellaneous sources	12.7	-
No source of difficulties	5.3	-

TABLE 5.1.1-3-

Main reasons for failure or dropping out of English-speaking students

Reasons	% of total number of mentions	Rank
Student motivation and attitude	28.7	1
Particular learning difficulties	15.3	2
Teaching	12.1	3
Personal characteristics	11.3	4
Organizational environment	11.2	5
Teacher motivation and attitudes	8.1	6
Evaluation	4.6	7
Teaching environment	2.1	8
Other miscellaneous reasons	6.6	8

SUMMARY OF SECTION 5.1.1

On the whole, the data collected from the English-speaking public servant-students reflect generally lukewarm perceptions of the psycho-pedagogical context within which they evolve. No particularly strong points emerge, nor any particularly weak points. Even those elements which are perceived in a positive light - teachers, group cohesion, evaluations, teaching methods, satisfaction with the work done, satisfaction with the course - receive a bare minimum of agreement from the students. It is only in the open questions that certain elements begin to appear with some degree of relief. There, in fact, the sources of difficulties are more clearly defined: group composition, student motivation. The same phenomenon can be observed with respect to the identification of the reasons for failure and dropping out: student motivation and attitude, particular learning difficulties.

Thus we find ourselves examining a psycho-educational context which, as the students see it, is neither imposing nor impressive, neither good nor bad, neither exceptionally fine nor particularly defective. And from this relatively neutral whole, the composition of the groups and the attitude and motivation of the students emerge as the two principal sources of difficulties.

5.1.2 How do the French-speaking teachers perceive the psycho-pedagogical context within which they and their English-speaking students evolve?

The French-speaking teachers responsible for the language training of the English-speaking public servants within the continuous training programs were to reply to 95 statements, constituting scale P (for a detailed description of this instrument, see chapter 3), and to 5 open questions included in scale P. Factor analysis enabled us to pinpoint 5 factors in the results on scale P, i.e.:

- value of the teaching method;
- teachers' self-evaluation;
- degree of motivation of the public servants;
- linguistic proficiency expected by the public servants on completion of the course;
- stability of the teachers in their teaching careers.

To these five factors were added, for theoretical reasons, twenty factors, each composed of a single item on the questionnaire, with the exception of factor 15, which involves three items. These factors appear in table 5.1.1-4- below.

As with scale G, the open questions were subjected to content analysis. The results of this analysis concern: 1) the principal sources at present of difficulties for the English-speaking students, as seen by the teachers; 2) the reasons, according to the teachers, for the failure and dropping out of English-speaking students during the training program.

5.1.2.1 What does questionnaire "P" reveal?

The results for all the components of the psycho-pedagogical context covered by scale P are presented in table 5.1.1-1-. This table shows the means, the number of respondents and the standard deviations for each of the components.

Note finally that the answers to the statements of scale P use the same agreement-disagreement response scale as in the case of scale G, with points 1, 2 and 3 representing disagreement and points 4, 5 and 6 representing agreement, 1 and 6 being the extremes of disagreement and agreement.

First, we shall examine the results on the 5 factor components of P, then the results on the other 20 components.

5.1.2.2 Factor components of "P"

Value of the teaching method used

The French-speaking teachers rate the principal teaching method used in much the same way as do the English-speaking students. They are relatively neutral towards it, i.e. neither negative nor particularly positive (component 1: $M = 3.84$).

TABLE 5.1.1-4-

Results given by the French-speaking teachers on the various components of the psycho-pedagogical context covered by scale P

COMPONENTS	M	Standard Dev.	N
1. Value of the teaching method used	3.84	0.65	189
2. Teacher's self-evaluation	5.00	0.66	190
3. Degree of student motivation	3.50	0.44	190
4. Level of linguistic proficiency expected by the students	3.46	0.90	190
5. Stability in teaching career	3.47	1.07	189
6. Correspondence between the examinations and course content	3.73	1.53	189
7. Ability of the evaluations made to keep the students informed of their progress	4.25	1.32	189
8. Degree of concentration by the course on the LKE	3.65	1.45	189
9. The LKE as a source of tension	4.26	0.67	190
10. Adequacy of the teaching rhythm	3.52	1.28	189
11. Adequacy of the evaluations of progress	3.81	1.43	190
12. Student satisfaction with the work done	3.83	1.30	189
13. Student satisfaction with the course	3.54	1.40	189
14. Effectiveness of the Language Bureau	3.47	1.32	189
15. Accuracy of the information provided by the Language Bureau	2.93	1.63	190
16. Adequacy of the teaching materials	3.26	1.24	190
17. Favourable administrative atmosphere	3.47	1.39	190

TABLE 5.1.1-4- (continued)

Results given by the French-speaking teachers on the various components of the psycho-pedagogical context covered by scale P

COMPONENTS	M	Standard Dev.	N
18. Adequacy of the educational advisers	3.74	1.36	190
19. Desire that teaching be upgraded	4.71	1.38	188
20. Lack of teacher commitment to bilingualism	2.88	1.70	189
21. Concentration by the educational advisers on administrative functions at the expense of teaching supervision	4.16	1.46	189
22. Desire that advisers and teachers work more in teams	4.41	1.12	189
23. Perceived student satisfaction with the teacher's work	3.95	0.97	188
24. Perceived importance of his contribution to the students' language proficiency	3.96	0.84	188
25. Variation in student interest in the subject matter	2.97	1.33	188

According to the teachers, the principal method which they use is not particularly well adapted to the students' ways of learning ($M = 3.27$); it does not clearly indicate the aim of each lesson ($M = 3.77$), and does not readily arouse interest in the new materials presented in each lesson ($M = 3.65$). Moreover, this method offers very little information as to the continuing results of the students' efforts ($M = 3.72$). The teachers also agree somewhat with the statement that the method facilitates interaction among the students ($M = 3.94$) and with the teacher ($M = 4.16$), and with the statement that it helps bring out the students' participation ($M = 4.01$). Finally, they evaluate somewhat more positively the opportunity which the method offers to make connections easily between what the students know and what they are learning (teacher $M = 4.20$, student $M = 3.84$).

This series of answers suggests once again a method which promotes participation through student-teacher interaction, but one in which the student has no real understanding or sense of control over the work nor any very marked interest in what he is learning.

Teacher's self-evaluation

The teachers' perception of their own general performance is the most positive of all their perceptions of the psycho-pedagogical context (component 2: $M = 5.00$). Let us examine this view in detail:

- my personal resources relative to the subject matter are not just limited to the course content ($M = 5.11$);
- considering the circumstances, I have divided up the subject matter well among the class periods ($M = 5.03$);
- by the way I teach I have helped the students to assimilate the contents of the course ($M = 5.15$);
- I am generally aware of any difficulties which my students have had in assimilating the subject matter of the course ($M = 4.79$);
- I think that I have been able to answer satisfactorily the questions students ask ($M = 4.99$);
- I think I have been open to suggestions and criticisms offered by the students ($M = 5.18$);
- the various conversations I have had with the students have (in my opinion) contributed to making the course interesting ($M = 5.10$);
- I think I have been accessible to the students in a way which has encouraged them to consult me when they needed to ($M = 5.11$);
- in general, in my relations with the students, I have the feeling that I treat them like people and not like numbers ($M = 5.85$);

- the atmosphere in my groups is such that the students are at ease when they speak English even if they pronounce it badly or hesitate ($M = 4.65$);
- in class, I think that the students feel that they belong to a team ($M = 4.36$).

The teachers systematically evaluate their performance more positively than do the students; on each statement, their degree of agreement is more pronounced than that of the students, as reflected in the answers to point 5 of the response scale.

The grouping of statements by factor analysis suggests that the cohesion of the learning group can be partially considered as one aspect of the teacher's performance. It may be recalled that the latter two statements quoted above were included under the heading "cohesion of the learning group" in the case of scale G.

Degree of student motivation

Factor analysis of the answers to the statements of scale P grouped the statements reflecting student motivation in one way or another.

In order to compare the results shown by the French-speaking teachers with those shown by the English-speaking students, we shall present in detail only the results on those statements grouped by factor analysis, in the case of scale G, under "degree of motivation to learn the second language".

The students express more definite agreement than the teachers with the statement that the students try to continue learning French outside the Language Bureau program: (student $M = 4.40$, teacher $M = 3.14$). We observe the same difference in the extent of agreement

with the statement that the students have felt motivated to learn French throughout the course (student $M = 4.26$, teacher $M = 3.25$). As regards interest in learning French, the teachers consider the students average ($M = 3.09$), while the latter tend to consider themselves above average ($M = 3.58$).⁵⁶

The teachers express greater disagreement than the students with the statement that the latter would have taken a French language course even if they had had to pay for it themselves and had had to take it in their spare time (student $M = 3.12$, teacher $M = 1.94$).

As regards the nature of the students' motivation, the teachers reach the midpoint of the response scale ($M = 3.51$) in their response to the statement that the students' one and only goal in taking the course is to pass the LKE; the students, on the other hand, expressed fairly strong disagreement with this statement ($M = 2.50$).

The teachers thus evaluate student motivation less positively than do the students.

Level of linguistic competence expected by the students

We have seen in our analysis of scale G that the students agree somewhat ($M = 3.99$) with the statements that they expect to be able to use the four (4) linguistic abilities easily on completion of their linguistic training. The teachers, moreover, express the same degree of agreement as the students with respect to the students' expectations of being able to read ($M = 3.89$) and understand ($M = 3.61$), i.e. the comprehension abilities. However, the teachers express slight disagreement in their evaluation of whether the students can expect to be able to speak ($M = 3.21$) and write ($M = 3.13$) easily on completion of their linguistic training; these are both communication skills. The mean score shown by the teachers on component 4 is thus the following:
 $M = 3.46$.

⁵⁶

Scale of response for statement concerning interest in learning French
0 = impossible to say
1 = well below average
2 = below average
3 = average
4 = above average
5 = well above average

Stability in teaching career

The teachers fall at the neutral point (component 5: $M = 3.47$) of the scale of agreement as regards the stability of their teaching careers with the Language Bureau. These results indicate that, despite slight disagreement with the statement that the teachers at the Language Bureau lack teaching experience ($M = 3.10$) and that the competent teachers leave teaching to take jobs in management ($M = 3.29$), the teachers agree to some extent with the statements that few of the teachers at the Language Bureau really want to make a career of teaching ($M = 3.64$) and that teaching at the Language Bureau is a good way to get into more interesting jobs in the Public Service ($M = 3.87$).

5.1.2.3 Other components of the psycho-pedagogical context

With the exception of component 15, which involves three (3) statements, the other components of the psycho-pedagogical context as perceived by the French-speaking teachers are each represented by a single statement on scale P. We shall present these components by grouping them as conditions perceived as favourable, unfavourable or neutral with respect to the learning process. In each case, we shall give the statement identifying the component and indicate the component number, together with the mean level of agreement (3.5 and over) or disagreement (3.5 and under) with the statement.

Favourable conditions

Evaluation:

- In my opinion, the evaluations which I make keep the students sufficiently informed of their progress during the courses (component 7: $M = 3.25$).

Satisfaction:

- In general, the students are satisfied with the work they have done during this course (component 12: $M = 3.83$).
- Generally speaking, I think that the degree of satisfaction of the students with regard to my teaching is..."strong" (component 23: $M = 3.95$).

Human resources:

- Generally speaking, I think that I have contributed so far to the language proficiency of my students..."considerably" (component 24: $M = 3.96$)⁵⁷.
- The educational advisers at my school help the students solve their personal difficulties with regard to learning French (component 18: $M = 3.74$).
- The teachers at the Language Bureau do not stick to the government's goal of bilingualism (component 20: $M = 2.88$).

Unfavourable conditions

Course orientation:

- As a whole the courses are more directed toward passing the Language Knowledge Examination (LKE) than toward really learning French (component 8: $M = 3.65$).
- In class the worst tensions are caused by the necessity of passing the LKE (component 9: $M = 4.26$).

57

Scale of response to component 23:
0 = Impossible to say
1 = Very weak
2 = Weak
3 = More or less strong
4 = Strong
5 = Strong

to component 24:
0 = Impossible to say
1 = Very slightly
2 = Slightly
3 = More or less considerably
4 = Considerably
5 = Very considerably

Administration:

- Generally speaking, the Language Bureau is an efficient institution (component 14: $M = 3.47$).
- As far as the course content is concerned, the information which the students receive from the Language Bureau is very accurate ($M = 2.94$).
- As far as the teaching methods are concerned, the information which the students receive from the Language Bureau is very accurate ($M = 3.08$).
- As far as the methods by which they are evaluated are concerned, the information which the students receive from the Language Bureau is very accurate ($M = 2.77$).

(The latter three (3) statements represent component 15: $M = 2.93$).

- The administration of my school contribute to the creation of an atmosphere which promotes learning (component 17: $M = 3.47$).
- The senior teachers do too much administration and not enough teaching supervision (component 21: $M = 4.16$).

Recognition:

- Teaching ought to be upgraded in the Public Service (component 19: $M = 4.71$).

Equipment:

- In general, the teaching materials (tapes, recorders, etc.) are adequate (component 16: $M = 3.26$).

Functional integration:

- The educational advisers and the teachers ought to work more in teams (component 22: $M = 4.41$).

Neutral conditions

Evaluation:

- The contents of the examinations correspond to the important points treated in the course (component 6: $M = 3.47$).

Satisfaction:

- On the whole, the students are satisfied with the language training course as they have experienced it (component 13: $M = 3.54$).

Teaching rhythm:

- The rhythm at which the material is taught allows the students to learn at their own pace (component 10: $M = 3.52$).

Motivation:

- Since the start of the courses, the students' interest in the subject matter has..."stayed the same" (component 25: $M = 2.97$)⁵⁸.

58 Scale of response to component 25:

0 = Impossible to say
1 = Greatly diminished
2 = Somewhat diminished
3 = Stayed the same
4 = Somewhat increased
5 = Greatly increased

5.1.2.4 What do the French-speaking teachers say about the difficulties and reasons for failure in the LTPs?

Before summarizing the views of the French-speaking teachers with respect to the psycho-pedagogical context, let us examine what they consider to be the principal sources of difficulties for the students, and the main reasons for failure or dropping out. Tables 5.1.1-5- and 5.1.1-6- present the results given by the French-speaking teachers to the two open questions of scale P dealing with these subjects:

Question 97: "What do you think are the principal sources of difficulties in your classes right now?"

Question 98: "What do you think are the three main reasons for the failure or dropping out of English-speaking students in the Canadian government's language training program?"

These tables show clearly that student motivation and attitude, together with group composition, appear to the teachers as the principal sources of difficulties in class. These two elements alone account for nearly 75% of the answers given to the question by the teachers. Student motivation and attitude and specific learning difficulties (poor sound discrimination, poor recent memory, etc) are identified equally clearly as the main reasons for failure or dropping out among the English-speaking students. If we consider the third factor most frequently mentioned, "individual personal characteristics", it appears that the teachers consider failures and dropping out largely the fault of the individuals themselves and only slightly related to environmental factors.

TABLE 5.1.1-5-

Principal sources of difficulties in class according to the French-speaking teachers

Sources of difficulties	% of total number of mentions	Rank
Student motivation and attitude	39.4	1
Group composition (learning level and professional status)	34.3	2
Particular learning difficulties	6.5	3
Personal characteristics	5.8	4
Teaching	4.1	5
Teacher motivation and attitudes	3.4	6
Teaching environment	0.5	7
Other miscellaneous sources	5.3	-
No source of difficulties	0.7	-

TABLE 5.1.1-6-

Main reasons for the failure or dropping out of English-speaking students according to the French-speaking teachers

Reasons	% of total number of mentions	Rank
Student motivation and attitudes	33.8	1
Particular learning difficulties	27.5	2
Personal characteristics	15.3	3
Teaching	6.7	4
Organizational environment	4.8	5
Teacher motivation and attitudes	3.6	6
Evaluation	1.9	7
Teaching environment	1.5	8
Other miscellaneous reasons	4.9	-

SUMMARY OF SECTION 5.1.2

On the whole, the data collected from the French-speaking teachers reflect generally neutral impressions of the various components of the psycho-pedagogical context. In this respect, these perceptions recall those of the students, with the exception that on two occasions the teachers show a degree of agreement going beyond the neutral, the first in expressing their positive perception of themselves and the second in emphasizing their desire that teaching in the Language Bureau be upgraded.

The slightly more positive perception which the teachers have of themselves compared to that which the students have of them (the teachers) appears as well with respect to the identification of the sources of difficulties in class. The teachers rank their attitudes and their motivation as the sixth source of difficulties in class while the students rank this factor third. The teachers return the compliment; they rank student attitudes and motivation as the first source of difficulties in class while the students themselves rank this factor second. Finally, both groups agree in identifying student attitudes and motivation as the primary reason for failure and dropping out, and particular learning difficulties as the second factor.

5.1.3 WHO are the English-speaking public servants of the DURING group

What are the principal socio-biographical characteristics (age, sex, professional group, etc.), and the major individual psychological characteristics (personality, linguistic aptitudes, self-concept, etc.) of the English-speaking public servants of the "DURING the LTPs" group who volunteered for our studies? This is the question we shall consider briefly in the present section.

As with the BEFORE group, we shall present this description in the form of tables, our objective not being a detailed study per se of the personality, values and other personal characteristics of these individuals. A rapid reading of these tables should permit a better understanding of the perceptions of these public servants with respect to the psycho-pedagogical context in which they find themselves in the course of their language training.

These results are presented together with the same information and descriptive statistics as for the BEFORE group: frequencies or means as the case may be, standard deviations, etc.

5.1.3.1 What are their socio-biographical characteristics?

In addition to the 10 socio-biographical characteristics which we examined for the BEFORE group, we have included, for the DURING group, two new items of information: month of entry into the LTPs and principal teaching method used by the teachers of these public servants.

The distribution of the 924 English-speaking public servants of this group on each of these characteristics is indicated in tables 5.1.3-1- in the following pages. The reader is also referred to the report of Research Group B for a detailed analysis of these results⁵⁹.

⁵⁹ Group B, it will be recalled, included this analysis in its work.

TABLE 5.1.3-1-

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>Age (year of birth)</u>			
1. 1901 - 1919	49	5.3	5.3
2. 1920 - 1929	191	20.8	26.2
3. 1930 - 1939	232	25.3	51.5
4. 1940 - 1949	316	24.5	85.9
5. 1950 - 1970	129	14.1	100
6. no answer	7	-	-
Total:	924		
<u>Sex</u>			
1. men	564	63.4	63.4
2. women	325	36.6	100
3. no answer	35	-	-
Total:	924		
<u>Educational level</u>			
1. elementary	4	0.5	0.5
2. secondary	199	23.2	23.7
3. post-secondary	195	22.8	46.4
4. university	459	53.6	100
5. no answer	67	-	-
Total:	924		

* See the report of Group B for a more detailed description of these characteristics.

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>Work category</u>			
1. executive	19	2.2	2.2
2. scientific and professional	141	16.0	18.2
3. administrative and external service	359	40.7	58.9
4. technical support	71	8.1	67.0
5. administrative support	273	31.0	98.0
6. operational	18	2.0	100
7. no answer	43	-	-
Total:	924		
<u>Salary category</u>			
0. \$ 3,999. and -	1	0.1	0.1
1. 4,000. - 6,999.	95	12.1	12.3
2. 7,000. - 9,999.	140	17.9	30.1
3. 10,000. - 12,999.	108	13.8	43.9
4. 13,000. - 15,999.	147	18.8	62.7
5. 16,000. - 18,999.	63	8.0	70.8
6. 19,000. - 21,999.	67	8.6	79.3
7. 22,000. - 24,999.	78	10.0	87.3
8. 25,000. - 27,999.	38	4.9	94.1
9. 28,000. and over	46	5.9	100
10. no answer	141	-	-
Total:	924		

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>Professional status</u>			
<u>BEFORE the LTPs</u>			
1. incumbent of a designated pos.	258	28.0	28.0
2. conditional appointee (within the Public Service)	659	71.6	99.6
3. conditional appointee (outside the Public Service)	4	0.4	100
4. no answer	3	-	--
Total:	924		
<u>First time in an LTP</u>			
1. before Sept. 73	215	23.3	23.3
2. after Sept. 73	709	76.7	100
3. no answer	0	-	-
Total:	924		
<u>Level of linguistic proficiency</u>			
1. very high	101	11.1	11.1
2. high	247	27.2	38.3
3. average	322	35.5	73.8
4. low	238	26.2	100
5. no answer	16	-	-
Total:	924		

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>Month of entry into LTP</u>			
1. More than one year ago	38	4.0	4.0
2. In July 1974	38	4.0	8.0
3. In August 1974	14	2.0	10.0
4. In September 1974	31	3.0	13.0
5. In October 1974	10	1.0	14.0
6. In November 1974	109	12.0	26.0
7. In December 1974	84	9.0	35.0
8. In January 1975	96	11.0	46.0
9. In February 1975	81	9.0	55.0
10. In March 1975	110	11.0	66.0
11. In April 1975	147	16.0	82.0
12. In May 1975	134	15.0	97.0
13. In June 1975	25	3.0	100
14. no answer	7	-	-
Total:	924		

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>12 principal departments employing these individuals</u>			
1. Supply and Services	66	7.0	7.0
2. National Health and Welfare	64	7.0	14.0
3. National Defence (civil)	56	6.0	20.0
4. Statistics Canada	54	6.0	26.0
5. Environment	47	5.0	31.0
6. Industry, Trade and Commerce	43	5.0	36.0
7. Energy, Mines and Resources	36	4.0	40.0
8. Public Works	33	4.0	44.0
9. National Revenue (Taxation)	32	3.0	47.0
10. Manpower and Immigration	31	3.0	50.0
11. Indian Affairs and Northern Development	31	3.0	53.0
12. Transport (air)	30	3.0	56.0
13. Other	50	44.0	100
14. No answer	351	-	-
Total:	924		

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>First lesson (classification)</u>			
1. Lesson 1 (level I)	474	51.9	51.9
2. Lesson 7 (level I)	238	26.1	78.0
3. Lesson 17 (level I)	112	12.3	90.3
4. Beginning (level II)	49	5.4	95.6
5. Lesson 60 - <u>ens. ped.</u> (level II)	29	3.2	98.8
6. Beginning (level III)	11	1.2	100
7. No particular lesson	0	0	100
8. no answer	11	-	-
Total:	924		

TABLE 5.1.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (924 English-speaking students)

Characteristics*	Frequency	% of the sample	% cumulative
<u>Teaching methods</u>			
1. F 3 Level (advanced)	11	1.2	1.2
2. F Dialogue Canada (level I)	208	22.6	23.8
3. F Dialogue Canada (level II)	121	13.2	37.0
4. F <u>Français courant</u> (level I)	20	2.2	39.1
5. F <u>Français courant</u> (level II)	15	1.6	40.8
6. F <u>Ensemble péd.</u> (level II)	425	46.2	87.0
7. F Dialogue Canada programmed (level I)	4	0.4	87.4
8. F. Traditional (level I)	23	2.5	89.9
9. F Traditional (level II)	92	10.0	99.9
10. F <u>V.I.F.</u> (modular) (level IV)	1	0.1	100
11. no answer	4	-	-
Total:	924		

5.1.3.2 What are the principal individual PSYCHOLOGICAL TRAITS
of the English-speaking public servants of the DURING group?

In the following pages we present briefly (see table 5.1.3-2-) the descriptive results on the English-speaking public servants of the DURING sample in terms of

- their aptitudes and linguistic knowledge,
- their intellectual aptitudes,
- their personality traits,
- the dimensions of their self-concept,
- their instrumental values,
- their linguistic proficiency.

All these variables are analyzed, later in this chapter (section 5.1.6), in relation with their perceptions of the psycho-educational context of the LTPs.

TABLE 5.1.3-2-

Means and standard deviations for each of the variables of the DURING STUDY (English-speaking)

VARIABLES: linguistic aptitudes and knowledge

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation	Reference Score**
<u>Classification Test</u>					
Aural comprehension	(67)	924	10.37	8.52	-
Written comprehension	(68)	924	1.77	2.59	-
<u>P.L.A.B.</u>					
Sound discrimination	(81)	924	20.44	5.01	18.5
Sound symbol association	(82)	924	20.24	2.94	16.9
<u>M.L.A.T.</u>					
Number learning	(75)	924	28.48	11.01	29.7
Phonetic script	(76)	924	21.63	4.55	23.0
Spelling clues	(77)	924	16.05	8.58	16.8
Words in sentences	(78)	924	19.45	7.89	26.8
Paired associates	(79)	924	11.78	5.71	16.4

* This number refers to the numbers and abbreviations used in the computer printouts in Appendices 3 and 4.

** This reference score represents the mean score of the sample on which these measurements have been standardized or the midpoint of the scale used.

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: intelligence and control

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation
PMA verbal	(PMA 1)	924	123.08	42.28
PMA numeric	(PMA 2)	924	119.91	52.42
PMA reason	(PMA 3)	924	114.65	14.77
PMA spatial	(PMA 4)	924	102.26	12.82
Score Rotter	(SCORE)	924	9.34	3.93

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: personality (16 PF)

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation	Reference Score**
Reserved - open	(681)	924	6.04	1.81	
ab. av. intell. - bel. av. intell.	(682)	924	6.33	1.87	
Emotional - stable	(683)	924	5.33	1.91	
Humble - peremptory	(684)	924	5.50	1.65	
Serious - easy-going	(685)	924	4.17	1.68	
Irresponsible - conscientious	(686)	924	5.91	2.10	
Timid - adventurous	(687)	924	4.36	2.03	
Rigid - tolerant	(688)	924	7.17	2.11	
Trusting - suspicious	(689)	924	4.81	1.94	ALL 5.5
Practical - imaginative	(690)	924	5.97	2.16	
Straightforward - calculating	(691)	924	4.68	1.96	
Placid - nervous	(692)	924	6.70	2.43	
Conventional - unconventional	(693)	924	5.99	2.07	
Social - independent	(694)	924	2.35	1.91	
Unself-conscious - self-controlled	(695)	924	4.93	1.77	
Relaxed - tense	(696)	924	6.19	2.08	
Anxiety + and -	(697)	924	5.15	1.96	

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: personality (16 PF)

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation	Reference Score**
Introverted - extro- verted	(698)	924	5.93	1.94	
Emotional + and -	(699)	924	3.25	1.57	
Dependent - independent	(700)	924	4.36	1.98	

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES" self-concept

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation	Reference Score**	
					min.	max.
Identity	(FVAR 1)	924	125.76	9.68	60	150
Self-satisfaction	(FVAR 2)	924	113.29	13.63	30	150
Personal self	(FVAR 6)	924	68.26	7.77	20	90
Social self	(FVAR 8)	924	70.22	7.59	30	90
Total conflict	(FVAR 12)	924	30.15	8.33	0	80
Net conflict	(FVAR 13)	924	-6.97	12.23	-60	80
Variation	(FVAR 14)	924	41.87	11.35	0	110
Distribution	(FVAR 16)	924	121.06	24.67	30	200

The table on the following page presents the instrumental values of the English-speaking public servants of the DURING group. We felt that the following observation with respect to the results shown in this table might be of some interest.

If we consider solely those values ranked in the top 3 positions and those relegated to the last 3 positions, we see a clear preference among the public servants for those values which emphasize the reliability of the individual, both personally and professionally. This reliability is clearly distinguished from servility; the 3 values sharing a conformist quality are in fact relegated to the last 3 positions. Thus, it is not superficially reliable behaviour which is valued, but rather behaviour which is the expression of qualities more fully integrated with the person: openness, sincerity, responsibility, competence.

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: ROKEACH values

VARIABLES	(No.) *	Number of Respondents	Means	Standard Deviation	Reference Score **
Honest	(ROK 27)	924	4.27	3.37	
Responsible	(ROK 35)	924	5.61	3.43	
Capable	(ROK 21)	924	7.29	3.72	
Broad-minded	(ROK 20)	924	7.59	4.13	
Friendly	(ROK 32)	924	8.29	4.57	
Independent	(ROK 29)	924	8.61	4.57	
Self-controlled	(ROK 36)	924	9.24	4.34	
Courageous	(ROK 24)	924	9.33	4.07	
Logical	(ROK 31)	924	9.37	4.04	
Cheerful	(ROK 22)	924	9.41	4.21	ALL 9.5
Tolerant	(ROK 25)	924	9.49	4.07	
Ambitious	(ROK 19)	924	9.63	4.66	
Helpful	(ROK 26)	924	9.95	4.20	
Intellectual	(ROK 30)	924	10.31	4.75	
Imaginative	(ROK 28)	924	11.07	4.51	
Polite	(ROK 34)	924	12.43	3.68	
Neat	(ROK 23)	924	13.35	3.94	
Obedient	(ROK 33)	924	15.73	3.02	

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: linguistic proficiency

VARIABLES	(No.)*	Number of Respondents	Means	Standard Deviation
<u>ECL/LKE</u>				
ECL/LKE read	(VAR 34)	924	20.50	8.05
ECL/LKE write	(VAR 35)	924	15.24	6.45
ECL/LKE understand	(VAR 36)	924	24.17	8.94
ECL/LKE speak	(VAR 37)	924	44.31	18.52
<u>TEACHER EVALUATION</u>				
Teacher eval. abil. to read	(TSRR)	924	2.10	0.35
Teacher eval. abil. to write	(TSRW)	924	2.08	0.39
Teacher eval. abil. to understand	(TSRL)	924	2.05	0.44
Teacher eval. abil. to speak	(TSRS)	924	2.00	0.45
<u>PROFICIENCY TEST</u>				
Proficiency abil. to understand	(ATSL)	924	20.30	9.52
Proficiency abil. to speak	(ATSS)	924	31.53	12.54
<u>MN. NO. LESSONS COVERED</u>				
Mean no. of lessons covered	(VAR 201)	924	9.87	3.34

TABLE 5.1.3-2- (continued)

Means and standard deviations for each of the variables of the
DURING STUDY (English-speaking)

VARIABLES: Linguistic norms

VARIABLES		(No.)*	Number of Respondents	Means	Standard Deviation
1.	Norm read	NORM R	924	2.57	1.09
2.	Norm write	NORM W	924	2.19	1.02
3.	Norm understand	NORM L	924	2.90	1.10
4.	Norm speak	NORM S	924	2.88	1.05

SUMMARY OF SECTION 5.1.3

Before analyzing the attitudes and motivations with respect to the second language of the 924 English-speaking public servants of the DURING the LTPs sample, we attempted to determine WHO these individuals are: what are the principal SOCIO-BIOGRAPHICAL CHARACTERISTICS and their principal individual PSYCHOLOGICAL TRAITS?

Twelve socio-biographical characteristics were examined briefly:

- the age group of these individuals
- their sex
- their educational level
- the work category to which they belong
- their salary category
- their professional status BEFORE the LTPs
- their date of entry into an LTP for the first time
- their level of linguistic proficiency
- their month of entry into the current LTP
- the department by which they are employed
- their first lesson within the LTP
- the teaching method used in their current LTP

The individual psychological traits which we described briefly are:

- their linguistic aptitudes and knowledge
- their intellectual aptitudes and internal-external control
- their personality traits
- the dimensions of their self-concept
- their instrumental values
- their linguistic proficiency

5.1.4 What is the position of the English-speaking public servant-students with respect to their motivation and attitudes towards learning the second language?

The data analyzed here come from scale C, the Gardner attitude scale, which deals with 1) the type of motivation to learn the second language, 2) the various attitudes which may affect the learning of the second language and 3) the type of support provided by family and friends in learning the second language⁶⁰.

Scale C composed of 69 statements requiring an agreement-disagreement type of response. The answers are given on a 6-point scale, point 1 of the scale expressing maximum disagreement and point 6 of the scale indicating maximum agreement. The scale itself is divided into 8 sub-scales, each composed of several statements. These sub-scales are shown below in table 5.1.4-1-.

In addition, some of the data are provided by scale B-2. This scale is designed primarily to describe the attitude of the work environment towards the process of learning the second language. However, the first part of this scale is designed to determine the perceptions of the public servant-students with respect to the language requirements of the positions; this part of scale B-2 includes 6 statements with which the respondent is invited to express his disagreement or agreement on a 6-point scale, points 1, 2 and 3 expressing disagreement and points 4, 5 and 6 expressing agreement with the statement. Points 1 and 6 represent the extremes of disagreement or agreement.

60 See Chapter 3 for a detailed description of scale C.

5.1.4.1 Results of scale C

Table 5.1.4-1- presents the results obtained by the English-speaking public servant-students on the various sub-scales C⁶¹. This table shows the means and standard deviations observed, together with the number of public servant-students who answered each of the sub-scales.

Integrative motivation and instrumental motivation

The English-speaking students appear to have more faith in the cultural benefits which learning French can offer than in such marginal advantages as "the respect of others". The means observed on the scales of integrative motivation and of instrumental motivation are 4.60 and 3.97 respectively.

If we examine each of the statements on the motivation scales and consider those answers given ratings of 5 and 6 on the response scale, we see that nearly 75% of the students feel that learning French will allow them to be more at ease with fellow Canadians who speak French, 53% expect that learning French will enable them to better understand French Canadian art and literature, 50% feel that a knowledge of French will allow them to participate more freely in the activities of French Canadians, and 64% believe that this knowledge of French will allow them to converse with French Canadians. In short, a large proportion of the English-speaking students anticipate substantial benefits as a result of their French language studies.

The results are slightly positive with respect to instrumental motivation. Sixty-four percent of the students believe that a knowledge of French will someday be useful in getting a good job; 61% feel that studying French is important because it will make them more knowledgeable people. However, only 25% are studying French only because they will need it for their future careers (this percentage is consistent, moreover,

61 See Appendix 3, section 3.3.1 for detailed results.

TABLE 5.1.4-1-
Motivations and attitudes of the English-speaking students

Sub-scales		M	Standard deviation	N
1.	integrative motivation	4.60	1.08	924
2.	instrumental motivation	3.97	0.79	924
3.	attitude towards learning the second language	4.74	0.94	924
4.	attitude towards Canadians of the other culture	4.48	0.88	924
5.	interest in foreign languages	4.49	0.86	924
6.	support of family and friends in learning the second language	3.81	1.07	924
7.	anxiety associated with use of the second language in daily life	3.65	0.90	924
8.	anxiety associated with use of the second language in class	2.85	1.06	924

with the results obtained for integrative motivation) and barely 28% feel that other people will respect them more if they have a knowledge of a second language.

In view of the fact that the scale of response is divided into equal parts for "disagreement" and "agreement", the means observed are still low in terms of the intensity of the motivation. Even though they indicate that real advantages are anticipated by the students enrolled in the language training program, the means reveal only slight agreement and thus only low activation of their motivation.

Attitude towards learning the second language

The mean result of the English-speaking students on the sub-scale dealing with attitude towards learning the second language reveals a moderately positive attitude ($M = 4.74$). This mean score, however, hides the fact that, for seven (7) of the ten (10) statements comprising this sub-scale, we find 64% to 80% of the students at points 5 and 6 on the response scale, or nearly 2/3 or more in each case expressing relatively strong agreement with statements which reflect a positive attitude towards learning French. Only three (3) statements fail to achieve this level of agreement from 50% or more of the students. A number of students, for instance, state that they really enjoy learning French, that they find it an enriching experience, that they intend to continue studying it once their training program is completed, that they plan to learn as much as possible, that they consider French an important language to learn, and that learning it is not a waste of time. At the same time, however, some find studying French dull (20%), intend to give up the study of French entirely once their official training is completed (15%), find the process of learning French not particularly great (24%), and would rather spend their time on subjects other than French (41%).

This last point is a particularly interesting one. Even though the general attitude towards learning French is positive, the fact remains that it is not a priority for a good number of the public servant-students. A person can find it pleasant and useful to learn French without feeling

that it is what he should be doing. If we add the 21% of the students who express only slight disagreement with the statement " I would rather spend my time on subjects other than French" to the 41% who claim to agree to it to some extent, we obtain an indication of the degree of importance assigned to learning French on the students' list of priorities. We see that they are willing to learn French, find it interesting and would like to learn as much as possible; but at the same time, they make no attempt to hide the fact that, to a certain extent, they are playing the game, since if the choice were theirs, they would in fact be spending their time on other things.

Attitude towards French Canadians

The English-speaking students show a moderately positive attitude towards French Canadians ($M = 4.48$). The cultural heritage of the latter is recognized as an important part of the Canadian identity and, to a lesser extent, they agree that if Canada should lose the French culture, it would be a great loss. French Canadians add a distinctive flavour to Canadian culture. However, French Canadians themselves are somewhat less appreciated than their cultural contribution. While a large proportion of the English-speaking students consider them very sociable, warm-hearted and creative people, and recognize that some of Canada's best citizens are of French Canadian descent, they are only moderately interested in knowing more of them, while 43% deny that "French Canadians are so friendly and easy to get along with that Canadians are fortunate to have them"; another group of 28% express only slight agreement with the latter statement. The result is that no fewer than 71% of the students show some reservations, to say the least, as to the pleasure they feel at having French Canadians as fellow citizens.

Interest in foreign languages

The English-speaking students show an average interest in foreign languages ($M = 4.48$). While they enjoy meeting and listening to people who speak other languages ($M = 4.60$), and while they would definitely like to be able to speak another language perfectly ($M = 5.50$),

they show no particular interest in learning several languages ($M = 3.84$) and would probably not study any foreign language if it were not required ($M = 3.53$). They are not really interested in reading the literature of a foreign language in the original ($M = 3.82$), but would like to read newspapers and magazines in another language ($M = 4.65$). If they planned to stay in another country, they admit that they would make a great effort to learn the language ($M = 5.29$). However, they recognize only very mildly that it is important for Canadians to learn other languages ($M = 4.08$), although studying a foreign language appears to constitute a moderately pleasant experience ($M = 4.42$).

These results could be interpreted as suggesting that, to the extent that the possibility of contact with a foreign language remains distant, the students show a relatively high degree of interest. To the extent, however, that the foreign language appears more concrete and demanding, interest tends to drop.

Support of family and friends in learning the second language

The support which the English-speaking students can expect from members of their family and from their friends in learning the second language is, for all practical purposes, nonexistent ($M = 3.81$).

A single statement from the sub-scale concerning the support of family and friends obtains a mean score of 4 (slight agreement) on the response scale: "My family and my friends feel that I should really try to learn French". Aside from support in principle, family and friends apparently offer no concrete assistance, in terms of encouraging the English-speaking student or helping him practise the second language. No doubt this lack of support from those closest to him adds little to the intensity of his motivation to learn French, a process to which he would, by his own admission, gladly devote less time.

Anxiety associated with the use of the second language in daily life

The anxiety associated with the use of French among the English-speaking public servant-students appears only slightly and in a limited number of situations, e.g. speaking on the telephone ($M = 3.93$) and to salesclerks ($M = 3.73$). In short, it can be considered almost non-existent ($M = 3.65$). The students then are relatively relaxed when they are called upon to use French in everyday life, whether they are ordering a meal in a restaurant, asking directions on the street, speaking in an informal gathering or in some other situation.

Anxiety associated with the use of the second language in class

The English-speaking students show little anxiety in using French in class ($M = 3.22$). This score does not indicate total relaxation, and a score closer to point 2 or 1 on the response scale would indicate far more confidence associated with having to speak French. In point of fact, the students show a sufficiently low level of anxiety that they should not have to avoid formal occasions of using French. They are not afraid of being laughed at by the other students ($M = 2.23$) whom, moreover, they consider no better than themselves ($M = 3.22$). Despite some discomfort ($M = 3.42$) or even slight uncertainty ($M = 3.06$), they will not feel inhibited about participating in class activities and, for example, volunteering answers ($M = 2.36$).

The class thus appears to offer a fairly reassuring atmosphere for the English-speaking students. Each person knows that he is there to learn and that he is in the same position as the others, and this is understood by most of the students.

5.1.4.2 Results obtained in the portion of scale B-2 dealing with perceptions of the language requirements of the positions

The six (6) statements concerning the language requirements of the positions read as follows:

1. I am fairly well acquainted with the criteria used for the identification of language requirements of positions.
2. The language requirements identified for my position are excessive for the work I actually do.
3. The language requirements identified for my positions are excessive for the work I will do after completion of language training.
4. Even though the objective of bilingualism is valid, it's wrong that people's careers are damaged by it.
5. Certain bilingual people often get jobs that more competent unilinguals should have had.
6. The criteria used to identify the official language requirements of positions are not really valid.

Table 5.1.4-2- shows the results obtained by the English-speaking students on each of the 6 statements.

The English-speaking public servant-students are unfamiliar with the criteria used for the identification of the language requirements of the positions (statement 1, $M = 3.46$). The detailed results for this statement indicate that a proportion of 46% expressed disagreement with the statement, with 25% in fact choosing points 1 and 2 on the scale (point 1, of course, expressing the extreme point of disagreement on the scale). Still, there are 54% who are fairly well acquainted with the criteria used for the identification of language requirements of positions, with 21% at points 5 and 6 of the scale of agreement.

TABLE 5.1.4-2-

Means, standard deviations and number of respondents for each of the statements concerning the language requirements of the positions

Statements	M	Standard deviation	N
1	3.46	1.51	791
2	3.68	1.62	754
3	3.66	1.62	775
4	4.88	1.31	804
5	4.72	1.11	755
6	4.22	1.30	645

As for whether the language requirements of the positions are justified by the work actually involved, the results indicate that they are, according to 50% of the public servants. According to the other 50% (statements 2 and 3, $M = 3.68$ and 3.66) they are not, at least insofar as the public servant-students see them.

The results of statement 4 should, in our opinion, be set aside because of the ambiguity of the statement itself, although it was originally designed to detect any feelings of injustice which the respondents might have towards the language requirements. Statement 5 was designed for the same purpose; the results for this statement ($M = 4.72$) indicate that this feeling does in fact exist, and, to a lesser extent, the doubt expressed as to the validity of the criteria used for the identification of the language requirements of the positions (statement 6: $M = 4.22$) could perceptually support such a feeling. This hypothesis, moreover, can be justified on the grounds that the English-speaking students express opinions on the validity of the criteria without being particularly familiar with them (statement 1: $M = 3.46$). It may be emotion rather than reason which is involved here, since these are the people who are responding to statements 1 and 6: $N(1) = 109$, $N(6) = 100$.

These results, then, taken as a whole, indicate that the student cannot base his learning effort on any clear perception of the value of the final objective of the process, which is to attain a level of linguistic proficiency consistent with the work actually involved in a given position.

SUMMARY OF SECTION 5.1.4

The data collected from the English-speaking public servant-students on their attitudes and motivations with respect to the second language reveal:

1. that they consider French a valuable tool for social and cultural integration, and a tool for professional promotion, despite the fact that only 25% of them say that they are studying French only because they will need it for their future careers;
2. that they have a moderately positive attitude towards the actual activity of learning French, although a considerable percentage of them (40%) say that they would rather spend their time on subjects other than French;
3. that they appreciate the French Canadian culture, without, however, having any great enthusiasm for French Canadians themselves;
4. that they have an average interest in foreign languages;
5. that the support which they can expect from their family and friends is more symbolic than practical;
6. that they feel little anxiety in using the French language in class or in daily life.

In addition, the English-speaking public servant-students have mixed feelings as to the validity of the language requirements of the positions, and at the same time they observe that, because of these requirements, certain bilingual people get jobs that more competent unilinguals should have had. As well, they are relatively unfamiliar with the criteria used for identification of the language requirements of the positions. All these factors lead us to believe that the English-speaking public servant-students feel some sense of injustice with respect to the language requirements of the positions.

5.1.5 What was the nature of the organizational environment in which the English-speaking public servant-students were involved before beginning their language training program?

The data analyzed here come from scale B-2⁶². This is designed essentially to measure the attitude of the work environment towards the use of the second language at work and the attachment which the public servant-student feels for this work environment. Scale B-2 also enables us to collect information on the use which the public servant-student made of the second language at work before beginning his language training, and on the use which he makes of French outside the work environment. Lastly, it provides information on his perception of the language requirements of the positions, as he sees them.

Scale B-2 is composed of a series of statements on which the respondent expresses his disagreement (points 1, 2 and 3 of the response scale) or his agreement (points 4, 5 and 6 of the response scale); points 1 and 6 represent the extreme points of the disagreement-agreement continuum. The various components of the organizational environment which scale B-2 allows us to study are presented in table 5.1.5-1-⁶³. These components have been selected by factor analysis of the responses to the statements of scale B-2, with the exception of components 9, 10 and 11, which we have included "a priori" and which involve only a single statement each from the scale. Table 5.1.5-1- presents the responses given by the English-speaking public servant-students to scale B-2. It also shows the means, standard deviations and number of respondents for each of the components of the organizational environment⁶⁴.

62 See Chapter 3 for a detailed description of the scale.

63 See table 3-4-, pp. 153-155 of Chapter 3, for a definition of these components.

64 See Appendix 3, section 3.2.1 for detailed results.

TABLE 5.1.5-1-

Results given by the English-speaking public servant-students on the eleven (11) components of the organizational environment

Component	M	Standard deviation	N
1. Attachment to the office group	4.26	0.68	924
2. Usefulness of the second language for participation in the life of the organization	3.40	1.04	924
3. Lack of support from the authorities for the use of the second language at work	3.09	0.99	924
4. Lack of reinforcement in the use of the second language	3.62	0.80	924
5. Use of the second language at work before the beginning language training	1.85	1.05	924
6. Lack of normative support from the office group for the use of the second language at work	3.34	0.88	924
7. Resistance to leaving the office group	3.14	1.22	924
8. Use of the second language outside the work environment	3.22	0.94	924
9. Correspondence between the language requirements of positions and the work actually done	3.67	1.46	924
10. Resistance from the superior to training leave for the public servant	3.56	1.30	924
11. Opportunities for contact with the second language at work	5.12	1.28	924

Let us examine briefly the perceptions which the English-speaking public servant-students have of their previous organizational environment after beginning an LTP⁶⁵.

Table 5.1.5-1- shows that nearly all the scores obtained are located around the neutral point on the scale of response, i.e. 3.5⁶⁶.

The various facets of the organizational environment, taken as a whole, appear to be dynamically neutral. With respect to the second language, this means that the public servant's decision to use it would be based first and foremost on personal initiative and chance circumstances. It demonstrates, in fact, that the second language is perceived as being of little value in ensuring any real participation in the life of the organization (component 2: M = 3.40 and component 5: M = 1.85). The environment is primarily English-speaking and offers few occasions for contact with the second language at work (component 11: M = 5.12). Without necessarily opposing it, the office group offers little support for use of the second language at work (component 6: M = 3.34). Superiors are seen as only somewhat favourable to the use of French as a second language at work (component 3: M = 3.09) and show little enthusiasm for the fact that the public servant is required to go on language training (component 10: M = 3.56). The public servants feel that the work which they actually do only barely justifies the language requirements identified for their positions (component 9: M = 3.67).

⁶⁵ The organizational environment is analyzed "in extenso" in the BEFORE and AFTER studies, while for the DURING group, we have concentrated our analysis on the psycho-educational context.

⁶⁶ Note that the scale of the response for components 5, 8 and 11 is not the same as for the other components.

Components 5 and 8

0 = Impossible to answer
1 = Never
2 = Very rarely
3 = Seldom
4 = Occasionally
5 = Frequently
6 = Very often

Component 11

0 = Impossible to answer
1 = Less than 20% were English-speaking
2 = Between 20 and 35% were English-speaking
3 = Between 35 and 50% were English-speaking
4 = Between 50 and 65% were English-speaking
5 = Between 65 and 80% were English-speaking
6 = 80% or more were English-speaking

In his contacts with various individuals (colleagues at work, public servants from other departments, members of the public), the public servant-student has found a certain lack of positive reinforcement in his use of the second language (component 4: $M = 3.62$). The public servant-student himself has only a low level of attachment to this work environment (component 1: $M = 4.26$) and we see that he would feel only slight resistance to leaving it (component 7: $M = 3.14$); this implies that the norms held by his office group with respect to the use of French, whether positive or negative, do not represent any serious restraint for him.

The results indicate, then, that the public servant-student has not experienced any situation within his work environment which would make him consider the use of the second language as being organizationally useful and socially desirable. We can therefore assume that contact with his work environment is not enough to ensure the student's determination to persevere in his efforts to learn the second language.

Furthermore, the results obtained on component 8 ($M = 3.22$) indicate that the public servant-student rarely uses the second language outside the work environment. Here again, we can assume that the student experiences no very strong incentive to learn the second language.

SUMMARY OF SECTION 5.1.5

The study of the public servant-students' perceptions of the organizational environment in which they evolved before beginning their language training program reveals that these English-speaking public servant-students:

1. feel minimal attachment to their office group;
2. find the French language neither useful or useless in ensuring their participation in the life of the organization;
3. offer very little denial concerning the lack of support from the authorities of their departments for attempts to use the second language at work;
4. recognize to some extent the existence of some positive reinforcement for the use of the French language in their dealings with various individuals (colleagues, public servants from other departments, members of the public) at work;
5. have a neutral impression of the normative support of their office group for the use of French at work;
6. feel that the language requirements of the positions are more or less justified for the work they actually do;
7. used almost no French at work before beginning their language training;

This organizational environment seems to us to offer little hope of consolidating, on the emotional level, the student's determination to learn French.

5.1.6 What psychological or psycho-social factors are most closely related to the perceptions which these public servant-students have of the psycho-pedagogical context of the continuous LTPs?

As in chapter four, we present first of all the results from the intercorrelations matrix in order to indicate those factors showing significant correlations with the components of the psycho-educational context. As this is an intermediate step, this part is composed almost exclusively of tables, while the second, presented in section 5.1.6.2, will present an analysis of the most important correlations.

5.1.6.1 What factors are related to the various components of the psycho-educational context?

The following tables show all the correlations. The asterisks indicate those correlations which are significant at the .01 and the .05 levels. Only the former are included in the subsequent statistical analysis.

TABLE 5.1.6-1-

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (socio-biographical)					
	AGE	SEX	WORK CATEG.	PROFES. STATUS	EDUC. LEVEL	SALARY CATEG.
1. Teaching method	-.02	.04	-.06*	.03	-.07**	-.08**
2. Group cohesion	.08**	.01	.00	-.00	-.07**	-.06*
3. Satisfaction with teachers	-.03	.02	.04	-.02	-.02	-.04
4. Language Bureau	-.10**	.01	-.01	-.05	-.07**	-.07**
5. Level of proficiency	.05	-.00	.00	.04	.03	.02
6. Motivation L ₂	-.11**	.05**	.02	-.00	-.00	.01
7. LTP evaluation	-.11**	.03	.01	.00	-.07**	-.04
8. LKE (course)	.01	.06**	.05	-.01	-.02	-.03
9. LKE (test)	-.17**	-.04	.04	-.01	-.04	.03
10. Teaching rhythm	-.04	.05	-.00	.01	-.06*	-.02
11. Adequacy evaluations	-.07**	.01	-.04	-.05*	.01	.03
12. Satisfaction with work	-.06*	.00	-.00	.03	-.04	.01
13. Teaching materials	-.00	-.01	-.04	-.00	-.01	-.01
14. Perceived ability	.16**	.03	.01	.03	.05*	-.01
15. Variation interest	-.12**	.00	-.02	.01	-.05*	-.01
16. Satisfaction with course	-.00	.00	-.02	.00	-.05	-.04

* P > .05, ** P > .01

¹ See section 3.1 of the chapter on methodology for the full title and definition of each of these components.

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic apt. and knowl.)			
	AURAL COMPR.	WRITTEN COMPR.	SOUND DISCRIM.	SOUND SY. ASSOC.
1. Teaching method	-.01	.00	-.00	-.01
2. Group cohesion	.02	.17**	.03	.08**
3. Satisfaction with teachers	.02	.05*	-.00	.03
4. Language Bureau	-.00	-.03	-.00	-.03
5. Level of proficiency	.05*	.09**	.00	.01
6. Motivation L ₂	-.00	.03	-.00	.01
7. LTP evaluation	-.01	.03	-.08**	-.02
8. LKE (course)	-.02	-.00	.04	.00
9. LKE (test)	-.06*	-.04	-.05*	-.08**
10. Teaching rhythm	-.02	.04	-.06*	-.03
11. Adequacy evaluations	.14**	.09**	.07**	.07**
12. Satisfaction with work	.05*	.05*	.02	.05*
13. Teaching materials	.05*	.02	.04	-.00
14. Perceived ability	.16**	.15**	.11**	.19**
15. Variation interest	-.01	-.00	-.08**	-.08**
16. Satisfaction with course	.02	.04	.00	.02

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic aptitudes)				
	NUMBER LEARNING	PHONETIC SCRIPT	SPELLING CLUES	WORDS SENTENCES	PAIRED ASSOCIATES
1. Teaching method	.03	.04	-.04	-.02	-.04
2. Group cohesion	.02	.07**	.01	.02	.01
3. Satisfaction with teachers	.02	.08**	-.01	.01	-.01
4. Language Bureau	-.00	-.00	-.03	-.06*	-.03
5. Level of proficiency	.09**	.08**	.05*	.02	.06*
6. Motivation L ₂	.01	.05*	-.00	-.00	.01
7. LTP evaluation	-.02	.00	-.03	-.04	-.10**
8. LKE (course)	.00	.02	.00	.02	.02
9. LKE (test)	-.13**	-.12**	-.11**	-.14**	-.14**
10. Teaching rhythm	-.06*	-.01	-.08**	-.04	-.08**
11. Adequacy evaluations	.09**	.13**	.09**	.11**	.07**
12. Satisfaction with work	.03	.10**	-.02	-.03	-.02
13. Teaching materials	-.00	.04	-.02	.07**	-.04
14. Perceived ability	.15**	.17**	.14**	.22**	.17**
15. Variation interest	-.06*	-.05*	-.10**	-.13**	-.12**
16. Satisfaction with course	.01	.05*	-.01	-.03	-.04

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16PF)				
	RESERVED OPEN	AB.AV.INTEL BEL.AV.INTEL	EMOTIONAL STABLE	HUMBLE PEREMPTORY	SERIOUS EASY-GOING
1. Teaching method	-.00	-.01	.08**	-.11**	.01
2. Group cohesion	.03	-.00	.10**	-.08**	.04
3. Satisfaction with teachers	.00	-.04	.13**	-.09**	-.01
4. Language Bureau	.00	-.07**	.10**	-.06*	-.02
5. Level of proficiency	.08**	.02	.08**	-.02	.05*
6. Motivation L ₂	.09**	.00	.12**	-.05*	.05*
7. LTP evaluation	.00	-.06*	.09**	-.04	.00
8. LKE (course)	.00	.00	-.11**	.10**	.05*
9. LKE (test)	.05*	-.05*	.01	-.03	.02
10. Teaching rhythm	-.03	-.11**	.09**	-.10**	-.02
11. Adequacy evaluations	-.01	.01	.07**	-.07**	-.02
12. Satisfaction with work	.08**	-.00	.06*	-.10**	.01
13. Teaching materials	.03	.05*	.05*	-.07*	.00
14. Perceived ability	.03	.08**	.02	.04	.03
15. Variation interest	.06*	-.07**	.05*	-.02	.04
16. Satisfaction with course	-.00	-.04	.12**	-.14**	-.02

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16PF)				
	IRRESP. CONSC.	TIMID ADVEN.	RIGID TOLERANT	TRUSTING SUSPIC.	PRACTICAL IMAGINAT.
1. Teaching method	.01	.01	-.05*	-.06*	-.06*
2. Group cohesion	.00	.05*	-.04	-.01	-.05*
3. Satisfaction with teachers	-.00	-.01	-.01	-.09**	-.07**
4. Language Bureau	.07**	.02	-.01	-.07**	-.06*
5. Level of proficiency	-.04	.05*	.05*	-.05*	-.00
6. Motivation L ₂	.02	.05*	.11**	-.05*	.06*
7. LTP evaluation	.04	-.01	-.03	-.07**	-.06*
8. LKE (course)	-.04	.00	-.00	.07**	.04
9. LKE (test)	.08**	-.01	-.06*	-.05*	-.02
10. Teaching rhythm	.05*	-.01	-.05*	-.05*	-.07*
11. Adequacy evaluations	.02	.01	-.00	-.10**	-.03
12. Satisfaction with work	.01	.01	-.09**	-.02	-.12**
13. Teaching materials	.00	.01	-.02	-.01	-.01
14. Perceived ability	-.11**	.05*	.07**	.03	.05*
15. Variation interest	-.01	.03	.03	-.06*	-.04
16. Satisfaction with course	.00	.01	-.05*	-.11**	-.11**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16PF)				
	STRAIGHTF. CALCULAT.	PLACID NERVOUS	CONVENT. UNCONV.	SOCIAL INDEP.	SELF-CONTR. and LACK OF
1. Teaching method	.01	-.01	-.05*	-.03	.06*
2. Group cohesion	-.03	-.07**	-.04	-.10**	.10**
3. Satisfaction with teachers	-.02	-.08**	-.07**	-.00	.12**
4. Language Bureau	-.01	-.03	-.07	-.03	.05*
5. Level of proficiency	-.07**	-.08**	.07**	-.03	.04
6. Motivation L ₂	-.02	-.03	.07**	-.05*	.03
7. LTP evaluation	-.05*	-.02	-.07**	-.00	.01
8. LKE (course)	.02	.07**	.07**	.01	-.15**
9. LKE (test)	.04	.00	-.00	-.00	.07**
10. Teaching rhythm	.00	-.04	-.06*	.00	.13**
11. Adequacy evaluations	-.00	-.04	-.02	.01	.05*
12. Satisfaction with work	-.00	-.04	-.10**	-.06*	.08*
13. Teaching materials	-.03	-.03	-.03	.00	-.01
14. Perceived ability	-.06*	-.02	.08**	-.01	-.08**
15. Variation interest	.01	-.03	-.02	-.04	.03
16. Satisfaction with course	-.02	-.08**	-.09**	.00	.09**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (Personality 16PF)				
	RELAXED TENSE	ANXIETY+ ANXIETY-	INTROV. EXTROV.	EMOTIONAL+ EMOTIONAL-	DEPEND. INDEP.
1. Teaching method	-.05*	-.01	-.06*	.05*	-.09**
2. Group cohesion	-.05*	.04	-.11**	.02	-.11**
3. Satisfaction with teachers	-.08**	-.03	-.13**	.02	-.09**
4. Language Bureau	-.05*	-.01	-.09**	.03	-.09**
5. Level of proficiency	-.08**	.06*	-.10**	-.07*	.00
6. Motivation L ₂	-.06*	.05*	-.08**	-.10**	-.01
7. LTP evaluation	-.08**	-.01	-.08**	.03	-.07**
8. LKE (course)	.12**	-.04	.13**	.00	.09**
9. LKE (test)	-.00	-.00	-.03	.03	-.04
10. Teaching rhythm	-.06*	-.04	-.09**	.06*	-.09**
11. Adequacy evaluations	-.03	-.03	-.08**	.02	-.04
12. Satisfaction with work	-.05*	.01	-.08**	.06*	-.17**
13. Teaching materials	-.05*	.00	-.05*	.00	-.05*
14. Perceived ability	-.02	.06*	-.01	-.07*	.07**
15. Variation interest	-.04	.04	-.07*	-.01	-.06**
16. Satisfaction with course	-.11**	-.03	-.14**	.05*	-.13**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (self-concept)			
	IDENTITY	SELF- SATISF.	PERSONAL SELF	SOCIAL SELF
1. Teaching method	.14**	.07**	.09**	.12**
2. Group cohesion	.22**	.12**	.13**	.17**
3. Satisfaction with teachers	.15**	.09**	.10**	.15**
4. Language Bureau	.08**	.06*	.05*	.10**
5. Level of proficiency	.14**	.12**	.15**	.16**
6. Motivation L ₂	.11**	.03	.05*	.12**
7. LTP evaluation	.09**	.03	.06*	.08**
8. LKE (course)	-.09**	-.08**	-.11**	-.11**
9. LKE (test)	.05*	-.01	.02	.04
10. Teaching rhythm	.08**	.04	.07**	.03
11. Adequacy evaluations	.06*	.05*	.07**	.05*
12. Satisfaction with work	.15**	.12**	.14**	.14**
13. Teaching materials	.00	.00	.02	.03
14. Perceived ability	.06*	.10**	.07**	.08**
15. Variation interest	.07**	-.02	.03	.05*
16. Satisfaction with course	.11**	.07*	.11**	.13**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (self-concept)			
	TOTAL CONFLICT	NET CONFLICT	VARIATION	DISTRIBUTION
1. Teaching method	-.03	.04	-.02	.13**
2. Group cohesion	-.04	.03	-.00	.17**
3. Satisfaction with teachers	-.02	.03	-.00	.16**
4. Language Bureau	-.04	.03	-.06*	.08**
5. Level of proficiency	-.00	.03	-.03	.14**
6. Motivation L ₂	-.02	.00	.00	.09**
7. LTP evaluation	-.04	.02	.04	.07*
8. LKE (course)	.07**	-.01	.08**	-.08**
9. LKE (test)	-.00	-.01	-.06*	-.01
10. Teaching rhythm	-.02	.01	-.04	.04
11. Adequacy evaluations	-.04	.02	-.05*	.04
12. Satisfaction with work	-.00	.00	-.05*	.13**
13. Teaching materials	.02	.01	.00	.05*
14. Perceived ability	-.03	-.00	-.01	.09**
15. Variation interest	-.01	.04	-.01	.01
16. Satisfaction with course	-.06*	.05*	-.04	.07**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (intelligence etc.)				
	PMA VERBAL	PMA NUMERIC	PMA REASON	PMA SPATIAL	ROTTER
1. Teaching method	-.02	.03	-.02	.03	-.11**
2. Group cohesion	-.01	.01	.02	.03	-.06*
3. Satisfaction with teachers	-.01	.02	-.01	.02	-.13**
4. Language Bureau	-.03	.03	-.10**	-.02	-.12**
5. Level of proficiency	-.00	.04	.07**	.12**	-.09**
6. Motivation L ₂	.00	.03	-.03	-.04	-.10**
7. LTP evaluation	-.02	-.05	-.08**	-.08**	-.06*
8. LKE (course)	.00	-.02	.03	-.04	.14**
9. LKE (test)	-.01	-.04	-.17**	-.12**	-.05*
10. Teaching rhythm	-.02	.03	-.09**	-.06*	-.06*
11. Adequacy evaluations	.00	.01	.05*	.03	-.00
12. Satisfaction with work	-.01	.03	.01	.09**	-.03
13. Teaching materials	-.00	.05*	.01	.03	-.09**
14. Perceived ability	.02	.03	.16**	.12**	-.02
15. Variation interest	-.01	-.00	-.09**	-.08**	-.06*
16. Satisfaction with course	-.01	.03	-.00	.04	-.09*

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH values)					
	AMBITIOUS	BROAD- MINDED	CAPABLE	CHEERFUL	NEAT	COURAGEOUS
1. Teaching method	-.02	.06*	.01	-.07**	-.05*	.07*
2. Group cohesion	-.00	.00	.06*	-.08**	-.06*	.00
3. Satisfaction with teachers	-.02	.01	-.00	-.07**	-.06*	.05*
4. Language Bureau	-.02	-.02	-.00	-.00	-.06*	.01
5. Level of proficiency	-.04	-.00	-.03	.03	.04	.01
6. Motivation L ₂	.01	-.03	-.03	-.00	-.00	-.01
7. LTP evaluation	-.01	.00	.02	-.04	-.05*	.03
8. LKE (course)	.01	-.05*	.04	.03	-.00	-.05*
9. LKE (test)	-.07*	.05*	.02	.05*	-.02	-.12**
10. Teaching rhythm	-.05*	.04	-.00	-.02	-.04	.03
11. Adequacy evaluations	.04	-.00	.01	-.01	-.02	-.04
12. Satisfaction with work	-.04	-.01	-.02	-.08**	-.07*	.02
13. Teaching materials	.02	.01	.00	-.06*	-.02	.02
14. Perceived ability	.05*	-.07**	-.03	-.11**	.01	.07**
15. Variation interest	-.10**	.02	-.08**	-.06*	-.05*	.04
16. Satisfaction with course	-.01	.03	-.05*	-.08**	-.06*	.06*

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH values)					
	TOLERANT	HELPFUL	HONEST	IMAGI- NATIVE	INDE- PENDENT	INTEL- LECTUAL
1. Teaching method	-.01	-.05*	-.00	.14**	.05*	.03
2. Group cohesion	-.05*	-.02	.01	.08**	.08**	.04
3. Satisfaction with teachers	.01	-.02	-.00	.09**	.05*	.02
4. Language Bureau	-.01	-.03	-.02	.11**	.06*	.01
5. Level of proficiency	.06*	-.01	.04	-.04	-.02	-.04
6. Motivation L ₂	.04	-.01	.04	-.02	.02	-.05*
7. LTP evaluation	-.03	-.02	.00	.05*	.04	.01
8. LKE (course)	-.00	.03	-.04	-.01	-.03	-.01
9. LKE (test)	-.02	-.06*	.01	.00	.10**	.02
10. Teaching rhythm	.02	.01	-.02	.09**	.03	.01
11. Adequacy evaluations	-.03	-.01	-.07**	.06*	.02	.04
12. Satisfaction with work	-.02	.00	-.00	.10**	-.01	.10**
13. Teaching materials	.01	.02	-.02	.07**	.02	.01
14. Perceived ability	.05*	.00	.05*	-.04	-.07**	.12**
15. Variation interest	.07**	.00	.02	.03	.05*	.01
16. Satisfaction with course	.02	-.01	-.01	.11**	.02	.06*

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH variables)					
	LOGICAL	FRIENDLY	OBEDIENT	POLITE	RESPON- SIBLE	SELF- CONTROLLED
1. Teaching method	.00	-.03	-.03	-.04	-.03	-.05*
2. Group cohesion	.00	-.02	-.01	-.06*	-.01	-.00
3. Satisfaction with teachers	.04	-.00	-.04	-.06*	-.01	-.03
4. Language Bureau	.02	.02	-.05*	.00	-.02	-.04
5. Level of proficiency	-.03	.02	.02	.03	.04	.03
6. Motivation L ₂	-.00	-.00	.06*	.00	.01	.01
7. LTP evaluation	.01	.02	-.08**	-.00	.02	-.00
8. LKE (course)	.05*	.00	-.01	.00	-.01	.03
9. LKE (test)	-.00	.09**	-.01	-.09**	-.00	-.02
10. Teaching rhythm	.02	.00	-.04	-.04	-.06**	-.03
11. Adequacy evaluations	.05*	.00	-.02	.02	-.01	-.08**
12. Satisfaction with work	.00	.02	-.00	-.03	.00	-.00
13. Teaching materials	.00	-.04	-.03	.00	-.04	-.03
14. Perceived ability	.02	-.09**	.08**	.07**	.07**	.10**
15. Variation interest	.03	.00	-.02	-.00	-.03	.06*
16. Satisfaction with course	.01	.00	-.02	-.03	-.03	-.04

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (attitudes and motivations)			
	INTEGR. MOTIVATION	INSTRUM. MOTIVATION	ATTITUDE LEARNING L ₂	ATTITUDE OTHER GRP.
1. Teaching method	.19**	.02	.26**	.21**
2. Group cohesion	.16**	.00	.25**	.15**
3. Satisfaction with teachers	.20**	-.00	.26**	.24**
4. Language Bureau	.19**	.05*	.22**	.21**
5. Level of proficiency	.26**	.05*	.26**	.19**
6. Motivation L ₂	.33**	.10**	.37**	.31**
7. LTP evaluation	.16**	-.04	.16**	.15**
8. LKE (course)	-.08**	-.03	-.09**	-.09**
9. LKE (test)	-.03	.03	-.10**	-.02
10. Teaching rhythm	.07**	.00	.10**	.07**
11. Adequacy evaluations	.11**	-.03	.11**	.13**
12. Satisfaction with work	.02	-.05*	.07*	.03
13. Teaching materials	.13**	.08**	.12**	.09**
14. Perceived ability	.11**	-.06*	.16**	.08**
15. Variation interest	.23**	.01	.26**	.17**
16. Satisfaction with course	.18**	.01	.27**	.18**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (attitudes and motivations)			
	INTEREST FOR. LANG.	SUPPORT FAM. FRIENDS	ANXIETY USE L ₂	ANXIETY LTP CLASS
1. Teaching method	.15**	.12**	-.12**	-.15**
2. Group cohesion	.14**	.15**	-.14**	-.16**
3. Satisfaction with teachers	.15**	.14**	-.12**	-.11**
4. Language Bureau	.11**	.10**	-.09**	-.05*
5. Level of proficiency	.22**	.17**	-.19**	-.08**
6. Motivation L ₂	.35**	.27**	-.20**	-.03
7. LTP evaluation	.09**	.06*	-.07**	-.05*
8. LKE (course)	-.02	-.04	.07**	.02
9. LKE (test)	-.02	-.08**	.03	.09**
10. Teaching rhythm	.04	.07**	-.08**	-.06*
11. Adequacy evaluations	.02	.04	-.00	-.04
12. Satisfaction with work	.00	.03	-.12**	-.16**
13. Teaching materials	.07**	.05*	-.04	-.10**
14. Perceived ability	.15**	.05*	-.17**	-.30**
15. Variation interest	.20**	.18**	-.13**	-.07*
16. Satisfaction with course	.09**	.12**	-.14**	-.09**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (prev. organizational environ.)			
	ATTACHMENT OFF. GROUP	USEFULNESS L ₂ IN ORGANIZ'N	LACK SUPP. AUTHORITIES	LACK REINFOR. USE OF L ₂
1. Teaching method	.07**	.12**	-.09**	-.07**
2. Group cohesion	.13**	.15**	-.16**	-.10**
3. Satisfaction with teachers	.09**	.16**	-.16**	-.14**
4. Language Bureau	.09**	.22**	-.16**	-.13**
5. Level of proficiency	.09**	.18**	-.11**	-.15**
6. Motivation L ₂	.10**	.32**	-.15**	-.08**
7. LTP evaluation	.04	.07**	-.09**	-.04
8. LKE (course)	-.05*	-.08**	.09**	.14**
9. LKE (test)	.17**	-.04	.05*	-.06*
10. Teaching rhythm	.03	-.04	-.05*	-.04
11. Adequacy evaluations	.02	.12**	-.07**	-.11**
12. Satisfaction with work	.07**	-.01	-.07**	-.12**
13. Teaching materials	-.00	.07**	-.04	-.06*
14. Perceived ability	.00	.06*	-.02	-.05*
15. Variation interest	.05*	.16**	-.07**	-.07**
16. Satisfaction with course	.02	.14**	-.11**	-.12**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (prev. organizational environ.)			
	USE L ₂ BEFORE LTP	LACK SUPPORT OFFICE GRP.	RESIST. TO LEAVING GRP.	USE L ₂ OUT- SIDE WK. ENV.
1. Teaching method	.00	-.08**	-.04	.08**
2. Group cohesion	.01	-.16**	-.05*	.10**
3. Satisfaction with teachers	.02	-.10**	-.08**	.12**
4. Language Bureau	.10**	-.15**	-.01	.09**
5. Level of proficiency	.08**	-.16**	-.00	.17**
6. Motivation L ₂	.13**	-.14**	-.00	.36**
7. LTP evaluation	.00	-.07**	-.07*	.05*
8. LKE (course)	.00	.06*	.00	-.05*
9. LKE (test)	-.08**	.10**	.13**	.01
10. Teaching rhythm	-.00	.00	-.01	.03
11. Adequacy evaluations	.02	-.04	-.02	-.01
12. Satisfaction with work	-.03	-.04	-.02	.05*
13. Teaching materials	.04	.02	-.06*	-.03
14. Perceived ability	.07**	-.05*	-.04	.09**
15. Variation interest	.04	-.05*	.00	.18**
16. Satisfaction with course	.02	-.05*	-.06*	.06*

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (prev. organizational environ.)		
	LANGUAGE REQUIREMENTS	RESIST. SUP. TO LTP LEAVE	CONTACT L ₂ AT WORK
1. Teaching method	-.04	-.12**	-.03
2. Group cohesion	-.10**	-.07**	-.07*
3. Satisfaction with teachers	-.10**	-.14**	-.09**
4. Language Bureau	-.10**	-.16**	-.10**
5. Level of proficiency	-.05*	-.09**	-.04
6. Motivation L ₂	-.16**	-.07**	-.08**
7. LTP evaluation	-.02	-.08**	-.02
8. LKE (course)	.05*	.10**	-.01
9. LKE (test)	.16**	.02	.07*
10. Teaching rhythm	-.03	-.08**	-.08**
11. Adequacy evaluations	-.06*	-.05*	-.06*
12. Satisfaction with work	-.03	-.01	-.05*
13. Teaching materials	-.06*	-.08**	.00
14. Perceived ability	-.05*	-.02	-.07*
15. Variation interest	-.12**	-.11**	-.02
16. Satisfaction with course	-.06*	-.08**	-.03

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)			
	ECL/LKE READ	ECL/LKE WRITE	ECL/LKE UNDERSTAND	ECL/LKE SPEAK
1. Teaching method	-.05*	-.06*	-.08**	-.08**
2. Group cohesion	-.00	-.03	-.01	-.02
3. Satisfaction with teachers	.01	-.03	-.01	-.03
4. Language Bureau	-.05*	-.07**	-.05*	-.08**
5. Level of proficiency	-.01	-.03	-.03	-.06*
6. Motivation L ₂	-.00	-.03	-.02	-.01
7. LTP evaluation	-.05*	-.07**	-.07**	-.08**
8. LKE (course)	-.05*	-.03	-.06*	-.03
9. LKE (test)	-.01	-.01	-.04	-.03
10. Teaching rhythm	-.07*	-.06*	-.08**	-.08**
11. Adequacy evaluations	-.00	-.04	-.03	-.04
12. Satisfaction with work	-.01	-.02	-.02	-.00
13. Teaching materials	-.02	-.05*	-.00	-.04
14. Perceived ability	.13**	.11**	.14**	.13**
15. Variation interest	-.03	-.07**	-.05*	-.08**
16. Satisfaction with course	-.02	-.04	-.04	-.06*

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)			
	TR. EVAL. AB. READ	TR. EVAL. AB. WRITE	TR. EVAL. AB. UNDERST.	TR. EVAL. AB. SPEAK
1. Teaching method	.01	.02	.05*	.07**
2. Group cohesion	.05*	.06*	.12**	.10**
3. Satisfaction with teachers	.05*	.01	.10**	.09**
4. Language Bureau	.03	-.00	.00	-.01
5. Level of proficiency	.06*	.02	.08**	.06*
6. Motivation L ₂	.01	.00	-.02	-.01
7. LTP evaluation	.01	.04	.06*	.05*
8. LKE (course)	.02	-.01	-.02	-.02
9. LKE (test)	-.07**	-.02	-.07**	-.09**
10. Teaching rhythm	-.05*	.00	.00	-.01
11. Adequacy evaluations	.07**	.06*	.03	.04
12. Satisfaction with work	.03	.06*	.13**	.12**
13. Teaching materials	.05*	-.03	.04	.04
14. Perceived ability	.28**	.19**	.35**	.34**
15. Variation interest	-.04	-.02	.00	-.02
16. Satisfaction with course	.04	.00	.09**	.07**

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)		
	PROFICIENCY AB. UNDERST.	PROFICIENCY AB. SPEAK	MEAN NO. LESSONS COVERED
1. Teaching method	-.01	.00	.01
2. Group cohesion	-.01	-.00	.02
3. Satisfaction with teachers	-.02	.01	.03
4. Language Bureau	-.04	-.04	-.03
5. Level of proficiency	.00	.05*	.12**
6. Motivation L ₂	-.03	.01	.01
7. LTP evaluation	.04	.02	-.05*
8. LKE (course)	.08**	.03	-.01
9. LKE (test)	-.08**	-.06*	-.09**
10. Teaching rhythm	.03	-.03	-.10**
11. Adequacy evaluations	-.02	-.02	.05*
12. Satisfaction with work	.02	.03	.03
13. Teaching materials	-.01	.02	.08**
14. Perceived ability	.07**	.10**	.16**
15. Variation interest	.01	-.02	-.04
16. Satisfaction with course	.00	.03	.00

TABLE 5.1.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (English-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)			
	NORM READ	NORM WRITE	NORM UNDERSTAND	NORM SPEAK
1. Teaching method	.12	.09	.12	.12
2. Group cohesion	.02	.03	.03	.03
3. Satisfaction with teachers	.02	.04	.05	.07
4. Language Bureau	.10	.07	.11	.12
5. Level of proficiency	.03	.03	.03	.08
6. Motivation L ₂	.00	.00	.05	.02
7. LTP evaluation	.11	.10	.12	.12
8. LKE (course)	.03	.06	.06	.01
9. LKE (test)	.04	.04	.06	.02
10. Teaching rhythm	.11	.08	.10	.10
11. Adequacy evaluations	.01	.02	.06	.06
12. Satisfaction with work	.01	.02	.03	.01
13. Teaching materials	.02	.01	.01	.05
14. Perceived ability	-.16	-.13	-.16	-.15
15. Variation interest	.10	.08	.11	.13
16. Satisfaction with course	.08	.07	.08	.12

How many factors or variables have significant correlations with the components of the psycho-pedagogical context?

100 individual variables have been correlated with the 16 psycho-pedagogical components. 87 of these variables, or 87%, correlated significantly at the .01 level. The number of significant correlations ($P > .01$) is 497.

What is the magnitude of the coefficients of correlation?

If we divide the correlations into five groups, we obtain the following data:

- $P > .07 - .09$: 45.7%
- $P > .10 - .14$: 35.2%
- $P > .15 - .19$: 12.8%
- $P > .20 - .29$: 4.4%
- $P > .30 - .37$: 1.8%

The correlations are relatively low. This indicates that few individual variables can, by themselves, "explain" the variations in the perceptions of the psycho-pedagogical context. These perceptions are probably correlated instead with a whole constellation of variables which interact among themselves. The next statistical process will reveal the importance of these multiple correlations.

What type of individual variables show the most frequent significant correlations?

Of the 497 correlations significant at the .01 level,

- 18.6% involve personality traits,
- 18.2% involve attitudes and motivational factors,
- 16.8% involve the components of the organizational environment,

- 13.9% involve measurements of proficiency,
- 10.5% involve the self-concept variables,
- 8.2% involve linguistic aptitudes,
- 7.0% involve value-related variables,
- 2.8% involve socio-biographical characteristics,
- 2.6% involve measurements of intelligence,
- 1.6% involve measurements taken by means of the Rotter test.

No one type of variables shows any real dominance. It appears that personality traits, attitudes and perceptions of the organizational environment are more frequently related to the psycho-pedagogical components. However, we cannot assign any absolute value to these percentages since the number of variables differs in each area and, in particular, because certain variables are closely interrelated. For instance, certain factors involving attitudes and the organizational environment never appear alone in correlation with certain psycho-pedagogical components.

Which components of the psycho-pedagogical context have the greatest number of significant correlations with the individual variables?

The following is a list of the components and the number of correlations significant at the .01 level:

- value of the method	34
- cohesion of the learning group	37
- satisfaction with the teachers	37
- effectiveness of the Language Bureau	36
- level of linguistic proficiency expected	36
- degree of motivation to learn the second language	27
- ability of the evaluations made to keep the students informed of their progress	31
- degree of concentration by the course on the LKE	25

- the LKE as a source of tension	27
- adequacy of the teaching rhythm	25
- adequacy of the evaluations of progress	24
- satisfaction with the work done	26
- adequacy of the teaching materials	12
- perceived linguistic ability	54
- variation of interest in the subject matter	32
- satisfaction with the course	34

The number of correlations is substantially the same for all the components. Only the student's perception of his own linguistic ability in comparison with the mean for the other students appears to be more closely related to the individual variables. The magnitude of the coefficients of correlation varies very slightly from one component to another. Only the components concerning degree of motivation to learn the second language and perceived linguistic ability have slightly higher correlations.

5.1.6.2 Which factors are the most important?⁶⁷

We have seen in the preceding section which factors were significantly related to the components of the psycho-pedagogical context. The technique of multiple regression⁶⁸ will now allow us to analyze the relative importance of these variables in explaining the perceptions of the psycho-pedagogical context. In order to understand more fully the purpose of this step, we should recall the objective of the DURING study, which was to determine which elements affect the public servant favourably or unfavourably DURING his LTP. We postulated that the perceptions of the psycho-pedagogical context had a preponderant influence on the way in which the public servant viewed the learning and use of the second language. In section 5.1.1, we presented the perceptions of the public servants with respect to the teaching context; these showed us the positive and negative elements in the learning situation to which

⁶⁷ In order to facilitate the reader's work, we are following exactly the same process of analysis here as in the analysis of the most important factors in the BEFORE study.

⁶⁸ For a detailed explanation of this technique, see the "Manual SPSS".

the English-speaking public servant is exposed. Now we want to determine whether these perceptions can be explained by organizational variables (perception of the components of the organizational environment) or individual variables (socio-biographical characteristics, psychological traits and attitudes). When we speak of explaining, we do not mean that there is a cause-and-effect relationship between the individual or organizational characteristics and the perceptions of the educational context, but rather that knowing the relationships or one psycho-social variable with other psycho-social variables allows us to predict the nature of the perception of the psycho-pedagogical context.

The perceptions of the psycho-pedagogical context involve 16 components, 6 based on factor analysis and 10 on theoretical or logical criteria. These components are different facets of the same reality. When we analyze them individually, it is only to provide a better observation of the psycho-pedagogical context from different angles and a better indication of the set of conditions associated with the process of learning a second language in a continuous LTP.

a) What proportion of the variance is explained?

The variance in the perceptions of the psycho-pedagogical context of the English-speaking public servant-students is explained by their individual characteristics and by their perceptions of the organizational environment in widely varying proportions. Table 5.1.6-2- shows the proportion of variance explained for each component of the psycho-pedagogical context.

We can conclude from the data presented in table 5.1.6-2- that it is practically impossible to account for the perceptions of the psycho-pedagogical context solely on the basis of the configuration of the individual traits of the public servant-students and of their perception of the organizational environment prior to the LTP⁶⁹. Only in the case

⁶⁹ We consider the proportion of variance explained "low" when it is less than .30. It is "high" when it is between .30 and .40. It is "very high" between .40 and .50.

of the degree of motivation to learn the second language and in that of the student's perception of his own linguistic ability is it possible to make a minimal identification of the factors to which these two elements are related. We shall see this later on. For the components of the psycho-pedagogical context taken as a whole, we can conclude that the perceptions of the public servant-students depend on determinants other than those which we have measured, these, in fact, are probably particular aspects of these components as they occur in everyday life.

This does not mean that we are entirely ignorant of the perception which the English-speaking students have of the psycho-pedagogical context (a subject dealt with in section 5.1.1); but simply that we must recognize that these perceptions depend first and foremost on actual events and situations rather than on the psycho-social traits of the English-speaking public servant-students themselves.

TABLE 5.1.6-2-

Proportion of the variance explained for each component of the psychopedagogical context (English-speaking students)

Components	% of the variance
1. Value of the teaching method used	16
2. Cohesion of the learning group	18
3. Satisfaction with the teachers	19
4. Effectiveness of the Language Bureau	17
5. Level of linguistic proficiency expected on completion of the course	18
6. Degree of motivation to learn the L ₂	26
7. Ability of the evaluations made to keep the students informed of their progress	10
8. Degree of concentration by the course of the LKE	07
9. The LKE as a source of tension	13
10. Adequacy of the teaching rhythm	08
11. Adequacy of the evaluations of progress	08
12. Satisfaction with the work done	05
13. Adequacy of the teaching materials	04
14. Perceived linguistic ability	23
15. Variation of interest in the subject matter	17
16. Satisfaction with the course	18

- b) What type of variable is preponderant in the correlations with the components of the psycho-pedagogical context?

Despite the fact that the role of the individual and organizational variables is of little importance in the perception of the psycho-pedagogical context, we have nonetheless decided to analyze in greater detail the relationships existing between them and this factor. In this analysis, we have considered only those variables explaining 1% or more of the variance.⁷⁰ Table 5.1.6-3- on the following pages shows the proportion of variance explained by each individual and organizational variable thus selected, for each of the components of the psycho-pedagogical context.

⁷⁰ We shall describe the correlations between these variables and the components of the psycho-pedagogical context hereafter as "high correlations".

Major variables¹ in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT
among the English-speaking public servants of the DURING sample

Psychological and psycho-social variables	Components of the PSYCHO-PEDAGOGICAL CONTEXT and % of variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Socio-biographical characteristics:																
age																
educational level		.01		.01		.01										
Psychological traits:																
intelligence:																
PMA "spatial"					.02											
PMA "reasoning"									.02							
linguistic aptitudes:																
MLAT: phonetic script											.01	.01				
MLAT: words in sentences													.01			
MLAT: paired associates														.02		
classification test: oral comprehension																
"locus of control" (ROTTER)							.01				.01					
self-concept:																
identity		.03														
distribution			.01													
personality:																
practical - imaginative																
unselfconscious - self-controlled			.01									.01			.02	
below av. intell. - above av. intell.							.02					.01				
introversion - extroversion												.01				.01
humble - peremptory																.01

¹ Only those variables explaining 1% or more of the variance are presented here. Detailed data appear in Appendix 3, section 3.2.1.4.

TABLE 5.1.6-3- (continued)

Major variables in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT among the English-speaking public servants of the DURING sample

Psychological and	Components of the PSYCHO-PEDAGOGICAL CONTEXT and % of variance															
psycho-social variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>instrumental values:</u>																
imaginative	.02			.01												
courageous									.01							
self-controlled											.01					
<u>Attitudes and motivations:</u>																
integrative motivation					.06								.01	.04		
attitudes towards other ethnic group			.01													
attitudes learning L2	.07	.06	.07	.05		.14	.02			.01					.07	.07
anxiety use L2 outside work environment					.01											
anxiety in class	.01	.01														
<u>Previous organizational environment:</u>																
lack of support from authorities		.01														
resistance by superiors to LTP leave			.01													
usefulness L2 within the organization				.02		.01										
lack of support from office group					.01											
use L2 outside work environment						.06									.01	
lack of reinforcement L2							.01									
attachment office group								.01	.02							
perception of language requirements									.02							
<u>Linguistic proficiency:</u>																
LKE: speak															.01	
Teacher evaluation: ability to understand														.12		
<u>Linguistic norms:</u>																
speak	.01			.01	.01											.01
understand							.01									

Attitudes and motivations have both the largest number of high correlations with the perception of the psycho-pedagogical context, and the largest mean proportion of explained variance.

Perceptions of the previous organizational context occur in 16.9% of the high correlations, with a mean proportion of explained variance of 1.8%.

Proficiency is involved in 11.8% of the high correlations, with a mean proportion of explained variance of 2.6%; it may be noted that a single variable of this category explains 12% of the variance in the correlation with one of the components of the psycho-pedagogical context.

Personality has an effect in 13.5% of the high correlations observed, with a mean proportion of explained variance of 1.2%.

The variables of intelligence and self-concept explain an average of 2% of the variance, but occur in only 3.4% of the high correlations observed.

- c) Which components of the psycho-pedagogical context are the most fully explained?

Table 5.1.6-2- has already answered this question for each component taken individually. Here we group the components of the psycho-pedagogical context in 4 groups on the basis of the area which they concern:

Group 1: components concerning the teaching:

- Value of the teaching method
- Satisfaction with the teachers
- Effectiveness of the Language Bureau

- Ability of the evaluations made to keep the students informed of their progress
- Adequacy of the teaching rhythm
- Adequacy of the evaluations of progress
- Adequacy of the teaching materials.

Group 2: components concerning the student:

- Cohesion of the learning group
- Degree of motivation to learn the L₂
- Perceived linguistic ability
- Variation of interest in the subject matter,

Group 3: components concerning satisfaction with the program:

- Level of linguistic proficiency expected
- Satisfaction with the work done
- Satisfaction with the course.

Group 4: components concerning the LKE:

- Degree of concentration by the course on the LKE
- The LKE as a source of tension.

The mean explained variance for each group of components under this grouping appears in table 5.1.6-5- below.

TABLE 5.1.6-5-

Mean proportion of explained variance for each group of components of the psycho-pedagogical context, English-speaking students

Groups of components	Proportion of variance
Components concerning the teaching	.12
Components concerning the student	.21
Components concerning satisfaction LTP	.14
Components concerning the LKE	.10

While we must not forget that the correlations observed in our multiple regression analyses account only minimally for the perceptions of the psycho-pedagogical context of the English-speaking students, we can point out, after presentation of this last table, that it is those factors most closely involving the student which are the most fully explained.

- d) Which psycho-social variables can best predict the perceptions which the English-speaking students have of their psycho-pedagogical context?

Tables 5.1.6-6- present the results of the multiple regression equations for each component of the psycho-pedagogical context. These tables repeat for each of the components the correlations already presented in table 5.1.6-3- for all the variables analyzed. In addition, they present 1) the cumulative proportions of the variance explained by the variables selected, 2) the multiple correlation coefficient and 3) the simple correlation coefficient of the variables selected with each component of the psycho-pedagogical context. Following presentation of these tables, we shall examine the few correlations which are still of some interest, despite the fact that the possibility of predicting perceptions of the psycho-pedagogical context on the basis of our psycho-social variables is very small. In view of this fact, we shall limit our examination to those components of the psycho-pedagogical context showing the highest proportion of explained variance, i.e. motivation to learn the second language and the student's perception of his own linguistic ability.

TABLE 5.1.6-6-

Most important variables* in the explanation of the component

1. VALUE OF THE TEACHING METHOD USED

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.07	.07	.26	.26
2. Imaginative	.02	.09	.30	.14
3. Norm: speak	.01	.10	.32	.12
4. Anxiety LTP class	.01	.12	.35	-.15

N.B. Only those significant variables to 1% (.01) or more of the variance have been selected.

* Results of multiple regression by steps (see "Manual SPSS" for a detailed description of this technique and the programming used.)

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

2. COHESION OF THE LEARNING GROUP

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.06	.06	.25	.25
2. Identity	.03	.09	.31	.22
3. Lack support author- ities	.01	.11	.33	-.16
4. Educational level	.01	.12	.34	-.07
5. Anxiety LTP class	.01	.13	.36	-.16

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

3. SATISFACTION WITH THE TEACHERS

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.07	.07	.26	.26
2. Distribution	.01	.08	.29	.16
3. Practical - imaginative	.01	.10	.31	-.07
4. Resistance sup. to LTP leave	.01	.11	.33	-.14
5. Attitudes other ling. group	.01	.12	.35	.24

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

4. EFFECTIVENESS OF THE LANGUAGE BUREAU

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.05	.05	.22	.22
2. Usefulness L ₂ within organization	.02	.07	.27	.22
3. Imaginative	.01	.08	.29	.11
4. Norm: speak	.01	.10	.32	.12
5. Age	.01	.11	.33	-.10

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

5. LEVEL OF LINGUISTIC PROFICIENCY EXPECTED

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Integrative motivation	.06	.06	.26	.26
2. PMA spatial	.02	.09	.30	.12
3. Anxiety re: use of L ₂	.01	.10	.32	-.19
4. Norm: speak	.01	.12	.34	.08
5. Lack support office group	.01	.13	.36	-.16

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

6. MOTIVATION TO LEARN THE L₂

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.14	.14	.37	.37
2. Use of L ₂ outside work environment	.06	.20	.45	.36
3. Usefulness L ₂ within organization	.01	.22	.47	.32
4. Age	.01	.23	.48	-.11

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

7. ABILITY OF THE EVALUATIONS TO KEEP STUDENTS INFORMED OF PROGRESS

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.02	.02	.16	.16
2. Norm: understand	.01	.04	.20	.12

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

8. DEGREE OF CONCENTRATION BY THE COURSE ON THE LKE
among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Unself-conscious - self-controlled	.02	.02	.15	-.15
2. Lack reinforcement L ₂	.01	.04	.20	.13
3. Rotter (locus of control)	.01	.05	.22	.13

N.B. Only those significant variables
contributing to 1% (.01) or more of
the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

9. THE LKE AS A SOURCE OF TENSION

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attachment to office group	.02	.02	.16	.16
2. PMA reason	.02	.05	.23	-.16
3. Language requirements	.02	.07	.27	.16
4. Courageous	.01	.08	.29	-.12

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

10. ADEQUACY OF THE TEACHING RHYTHM

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Unself-conscious - self-controlled	.01	.01	.13	.13
2. Bel. av. intell. - above av.	.01	.03	.17	-.11
3. Attitudes learning L ₂	.01	.04	.20	.10

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

11. ADEQUACY OF THE EVALUATIONS OF PROGRESS

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Aural comprehension	.01	.01	.14	.14
2. Attitudes other ling. group	.01	.01	.18	.13
3. Self-controlled	.01	.01	.21	-.08
4. Phonetic script	.01	.05	.23	.13

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

12. SATISFACTION WITH THE WORK DONE

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Practical - imaginative	.01	.01	.12	-.12
2. Phonetic script	.01	.03	.17	.09

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

13. ADEQUACY OF THE TEACHING MATERIALS

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Integrative motivation	.01	.01	.16	.13

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

14. PERCEIVED LINGUISTIC ABILITY

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher evaluation abil. underst.	.12	.12	.35	.35
2. Anxiety LTP class	.04	.16	.40	-.30
3. Words in sentences	.01	.17	.42	.21

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

15. VARIATION OF INTEREST IN THE SUBJECT MATTER

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.07	.07	.26	.26
2. Paired associates	.02	.09	.30	-.12
3. Norm: speak	.01	.10	.32	.13
4. ECL/LKE speak	.01	.11	.34	-.08
5. Use of L ₂ outside work env.	.01	.13	.36	.18

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.1.6-6- (continued)

Most important variables* in the explanation of the component

16. SATISFACTION WITH THE COURSE

among the public servants of the English-speaking DURING sample

Variable selected	% of variance explained	cumulative % of this variance	R (multiple) correlation)	r (simple correlation)
1. Attitudes learning L ₂	.07	.07	.27	.27
2. Practical - imaginative	.02	.09	.30	-.11
3. Introv. - extroversion	.01	.10	.33	.14
4. Humble - peremptory	.01	.12	.34	-.14

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

On the basis of the preceding table, we can illustrate the behaviour of each category of variables. To this end, we shall indicate, in table 5.1.6-4-, for each category of variables.

- the proportion of the total number of its particular variables included among the high correlations;
- the proportion which this category represents of the total number of high correlations;
- the mean proportion of the variance explained by its variables among the high correlations.

TABLE 5.1.6-4-

Syntheses of the high correlations

Category of variables	Prop. of the no. of variables	Prop of high correlations*	Mean prop. of variance explained
socio-biographical characteristics	33.3%	5.0%	1.0%
intelligence	50.0%	3.4%	2.0%
linguistic aptitudes	60.0%	6.8%	1.2%
classification	50.0%	1.7%	1.0%
self-concept	25.0%	3.4%	2.0%
personality	20.0%	13.5%	1.2%
instrumental values	16.7%	8.5%	1.2%
attitudes and motivations	62.5%	28.8%	4.2%
previous organizational environment	72.7%	16.9%	1.8%
linguistic proficiency	46.6%	11.8%	2.6%
control (ROTTER)	100.0%	1.7%	1.0%

* 59 high correlations have been selected. It is the proportion of these 59 correlations which appears in this column.

Let us now examine, as indicated earlier, those components of the psycho-pedagogical environment which are most fully explained on the basis of multiple regression.

Degree of motivation to learn the second language
(component 6)

The combined effect of the attitudes towards learning French, of the frequency of French use outside the work environment, of the perception of the usefulness of the second language for participation in the life of the organization, and finally of age (an inverse correlation in the latter case) explain 23% of the variation in the degree of motivation to learn French. Of these variables, it is the attitudes towards learning French and the frequency of use outside the work environment which lie behind the greater part of the explained variation. On the attitude scale (scale C) (see section 5.1.4), we observed a mean score of 4.74 for the sub-scale of attitude towards learning the second language. This was the highest mean score on the scale. We described this attitude as moderate support.

At the same time, the results relating to use of the French language outside the work environment indicated that the English-speaking public servant-students rarely used the French language outside the work environment (see 5.1.5).

If the positive attitude towards learning French, coupled with the frequency of the use of French outside the work environment, proves to be, to some extent, a factor for prediction of the degree of motivation to learn French, we would have here an interesting indication of one weak point in the situation. We cannot claim, however, to have more than an indication, given the fact that such a large proportion of the variance in this component is unexplained. The motivation of the English-speaking student to learn French depends on too many other factors, unidentified by our study, to allow us simply to indicate attitude towards learning French as the source of the restrained motivation towards learning the second language which, in fact, we observe (see 5.1.1: component 6, $M = 3.68$).

The student's perception of his/her own linguistic ability
(component 14)

The English-speaking students perceive their linguistic ability as average (see 5.1.1: $M = 3.14$). We discover here, in addition, that this perception varies directly with the teacher's evaluation of the student's ability to understand spoken French, inversely with the anxiety experienced in using French in class, and directly with their aptitude as evaluated by the "M.L.A.T.: works in sentences". We simply want to emphasize here the relationship which exists between the teacher's evaluation of the student, the anxiety experienced in class, and the student's self-evaluation. Here again, the low proportion of explained variance makes it impossible for us to do more than draw attention to this combination of factors, and in particular to the potential impact on the student's self-image of the combined effect of his teacher's evaluation and the anxiety which he experiences when he uses French in class.

Other components of the psycho-educational context

Finally, we should emphasize the uncertainty surrounding many components of the learning situation despite the multiple correlations which we have attempted to examine. We know little of why a given teaching method is appreciated or not, why satisfaction with the teachers is high or low, why the degree of motivation itself is high or low, why the LKE is a serious or a minor source of tension, why the teaching rhythm appears adequate or not, why interest in the subject matter diminishes or increases during training, or why satisfaction with the course is high or low.

It appears, moreover, that the attitude towards learning the French language (measured by scale C) is related to a large number of these components. The attitude towards French Canadians, however, is apparently not. The previous organizational environment shows little correlation with the perception of the psycho-pedagogical context.

SUMMARY OF SECTION 5.1.6

The variation in the perception of the components of the psychopedagogical context among the English-speaking public servant-students cannot apparently be explained on the basis of their individual traits and their perceptions of the organizational environment in which they were involved at the time their linguistic training began.

Degree of motivation to learn the French language is the factor which can be most fully explained on the basis of multiple regression analysis, reflecting the importance of the attitude towards learning French and the use of French outside the work environment in the variation of the motivation to learn French. Even in this case, however, the proportion of explained variance remains low.

This analysis has not enabled us to identify clearly the weak points in the overall situation of the English-speaking public servant-student in terms of relations between variables. It is only component by component, variable by variable, that we can even identify, at this point, those conditions which require improvement; we still cannot identify the actual relationships between them. We must go back to the description of these variables and components (section 5.1.1 to 5.1.5) to report properly on those points which are weak and in need of improvement. This is what we shall be doing in the chapter offering our synthesis and conclusions (see below), together with our observations on the strong points of the situation.

5.2 LEARNING ENGLISH AS A SECOND LANGUAGE

- 5.2.1 What is the nature of the psycho-pedagogical context experienced by the French-speaking public servant-students of a continuous LTP in ENGLISH as a second language?
- 5.2.2 How do the English-speaking teachers perceive the psycho-pedagogical context of the continuous LTPs?
- 5.2.3 WHO are the French-speaking public servants involved in a continuous LTP in English?
- 5.2.4 What are the attitudes and motivations of these public servants with respect to the second language?
- 5.2.5 What was the nature of the organizational environment in which these public servants were involved BEFORE their LTP?
- 5.2.6 What psychological or psycho-social factors are most closely related to the perceptions which these public servants have of the psycho-pedagogical context of the continuous LTPs?

5.2.1 What is the nature of the PSYCHO-PEDAGOGICAL CONTEXT experienced by the French-speaking public servant-students of a continuous LTP in ENGLISH as a second language?

The section describes the psycho-pedagogical environment as perceived by the French-speaking public servant-students of a continuous LTP in English as a second language.

As in the case of the sample of English-speaking public servant-students, the data on the French-speaking students come from scale G⁷¹. These results are examined in the light of content analysis of the open questions accompanying this questionnaire.

5.2.1.1 What does questionnaire G reveal?

Table 5.2.1-1- on the following page presents a synthesis of the results of this scale. In general, the responses indicate slight agreement with the statements, i.e. they are located in the area of 4 on the 6-point scale. The perceptions of the pedagogical context are thus slightly more positive than negative; however, this tendency towards the positive cannot be described as particularly strong. If we examine the responses for each of the components, we discover certain nuances from one aspect of the context to another.

⁷¹ For a description of this instrument, see section 3.3 of the chapter on methodology.

TABLE 5.2.1-1-

Synthesis of results on scale G:
French-speaking public servant-students

Components	N	M	Standard deviation
. value of the teaching method	95	4.14	0.90
. cohesion of the learning group	97	4.19	0.53
. satisfaction with the teachers	97	4.77	0.74
. effectiveness of the Language Bureau	97	4.29	0.97
. level of linguistic proficiency expected	96	4.62	1.14
. degree of student motivation	97	3.99	0.51
. ability of the evaluations to keep the students informed of their progress	77	4.24	1.30
. degree of concentration by the course on the LKE	94	3.17	1.54
. the LKE as a source of tension	92	3.38	1.56
. adequacy of the teaching rhythm	93	4.30	1.30
. adequacy of the evaluations of progress	89	4.38	1.27
. satisfaction with the work done	96	4.52	0.95
. adequacy of the teaching materials	95	3.93	1.49
. perceived linguistic ability	93	3.13	0.43
. increase in interest	94	3.69	1.14
. satisfaction with the course	96	4.18	1.31

Value of the teaching method used

This component receives moderately positive response. The scores are almost identical for each of the items. The public servants believe in particular that the method permits active participation on the part of the students and that it facilitates interaction among the students and between the teacher and his students. However, they are not certain that the method lets them know what they are able to do at the end of each lesson.

Cohesion of the learning group

The answers, here again, are moderately positive. The most favourable elements are: the fact that the atmosphere permits the students to be at ease, that there are not too many conflicts between the students and that, as a result, these conflicts create little interference with the learning process; they feel in addition that it is relatively easy to participate. The least favourable elements, on the other hand, are the facts that the students give each other little mutual assistance in learning the language and that they have no clear idea of the other students' opinion about them.

Satisfaction with the teachers

This component receives the largest number of positive responses. The scores are nearly all similar. Item 72 concerned the general satisfaction with the teachers; the responses fall between more or less strong satisfaction and strong satisfaction. The most favourable elements are the facts that the teachers answer questions satisfactorily, respect the schedules, and treat their students like people and not like numbers. The answers are slightly less positive with respect to the teachers' accessibility, their awareness of the students' difficulties, their openness to suggestions and criticism, the manner in which they have divided up the subject matter among the class periods and, finally, the ability of teacher-student conversations to make the courses interesting.

Effectiveness of the Language Bureau

The scores are moderately positive. The students feel that the Language Bureau is a fairly effective institution, that it offers fairly precise information about course content and that the administrators create an atmosphere which is relatively conducive to learning. The answers are more ambivalent with respect to the information received on methods of teaching and evaluation.

Level of linguistic proficiency expected on completion
of the course

The answers on this component are among the most positive. Of course, a score of 4.6 does not indicate that all the public servants expect to be able to get along easily in the second language; however, on the whole, we can say that the students feel that they will complete their courses and that they will be able to use the second language. They believe they will be better at reading and understanding than at speaking and writing.

Degree of motivation to learn the second language

The scores are not very high. Since the standard deviation is low, it seems that most of the public servants, while they are interested in the program, have no particularly intense motivation. On the other hand, two statements color the results to some extent. Item 78 involved a self-evaluation of the student's interest in comparison to that of the other students; the score is 3.3 but not negative, since it indicates a degree of interest slightly above average. Item 31 placed the public servants in the position of having to pay for the course themselves and to take it in their spare time; their motivation, apparently, is not that high. If we include these two scores, we can say that the elements of this component are moderately favourable.

Ability of the evaluations made to keep the students
informed of their progress

The single item of this component receives a fairly positive response. The students feel that the evaluations made by their teachers keep them fairly well-informed of their progress during the courses.

Degree of concentration by the course on the LKE

This item was expressed in negative terms. The public servants express partial disagreement; moreover, the standard deviation is fairly high, indicating that opinions are divided. We can conclude that a large number of students feel that the course is directed more toward passing the LKE than toward really learning the second language.

The LKE as a source of tension

Here again, the public servants disagree slightly with the negatively-phrased statement, and the standard deviation is fairly high. A large number of students feel that the worst tensions are caused by the necessity of passing the LKE.

Adequacy of the teaching rhythm

This element is relatively favourable; the students feel that the rhythm at which the material is taught allows them to follow their own rate of learning fairly well.

Satisfaction with the work done

This score is among the highest recorded. General satisfaction with the work done for the course is relatively good.

Adequacy of the teaching materials

The answers are less positive in this connection. Apparently the tapes, recorders, etc., are not always adequate.

Perceived linguistic ability

When the public servants are asked to compare their own linguistic ability with that of the other students, they rate themselves as average.

Variation of interest in the subject matter

We asked the student whether his interest had increased, stayed the same or diminished. The standard deviation indicates a fairly wide range of differences among the various public servants. The score of 3.6 would seem to indicate that the interest level stayed the same for nearly half the public servants and increased somewhat for almost as many again.

Satisfaction with the course

This element is moderately favourable. General satisfaction with the course is slightly more positive than negative.

We have seen that most of the scores reflect agreement with those statements describing favourable conditions of the psycho-pedagogical context. This agreement is never very pronounced; no component, for instance, emerges as very favourable. There are, however, some aspects which appear more positive than the rest; these are:

- satisfaction with the teachers,
- level of linguistic proficiency expected on completion of the course,
- satisfaction with the work done.

Those aspects which appear the most negative are:

- degree of concentration by the course on the LKE,
- the LKE as a source of tension.

Two aspects, while they received positive scores, should theoretically have received greater approval to be considered truly favourable:

- cohesion of the learning group,
- degree of motivation to learn the second language.

The other aspects do not appear to present any serious problems although the responses to them are not enthusiastic; the one aspect which appears to create difficulties for a fairly large number of students is:

- the adequacy of the teaching materials.

These data show that the public servant-students consider most of the conditions associated with the teaching itself as favourable; that the emphasis placed on the LKE is causing them some problems, particularly in view of the fact that they are not convinced that the course is in fact directed primarily toward teaching them the second language; this element could contribute to reducing their motivation; it also becomes apparent that the group cohesion and motivation, while positive, do not perhaps offer as much support to the learning process as might be desirable.

5.2.1.2 What do the French-speaking public servants say about the difficulties and reasons for failure in the LTPs?

Through content analysis of the open questions, we are able to determine the sources of difficulty within the second-language courses, and the reasons for dropping out or failure as perceived by the public servants. Table 5.2.1-2-on the following page shows these data.

TABLE 5.2.1-2-

Synthesis of answers to the open questions of scale G

	Sources of difficulty		Reasons for failure or dropping out	
	%	Rank	%	Rank
. student motivation and attitudes	41.9	1	27.1	1
. group composition	14.2	2		
. teacher motivation and attitudes	13.5	3	9.0	5
. teaching environment	8.4	4	4.8	7
. teaching	4.5	6	13.3	2
. learning difficulties	1.2	7	12.1	3
. personal characteristics	0.6	8	10.1	4
. organizational environment			8.5	6
. no problem	6.5	5	-	-

Note: the percentages indicate the proportion of answers concerning one aspect in relation to the total number of answers.
The missing proportion reflects a wide range of elements which resist grouping for the purposes of this table.

The public servants attribute the difficulties, failures and dropping out primarily to a lack of motivation among the students and to their negative attitudes towards learning the second language. This reason appears to be fundamental. Problems are due as well to the differences within the various learning groups; the students are not adequately grouped on the basis of learning level and professional status. A number of public servants feel that their teachers are not truly motivated and are only partially committed to their work. The students who are still in training do not appear to be suffering inordinately from the teaching, but they consider it responsible for many instances of failure and dropping out. At the same time, they feel that, in general, these failures result primarily from individual elements rather than environmental conditions. These results emphasize elements other than those suggested by scale G. Of course, it is one thing to ask a public servant whether his feelings about a given condition are positive, and another to ask him to list the most unfavourable aspects. However, it appears that the latter results can affect the former. We were wondering whether group cohesion and student motivation were fairly high; the sources of difficulties lie primarily in these two elements. The teaching aspect received positive responses and appears to have little importance as a source of problems. The teachers were considered competent, but their motivation is questioned.

SUMMARY OF SECTION 5.2.1

To summarize, we can classify the various elements of the psycho-pedagogical context in three groups on the basis of the public servants' perceptions:

- favourable elements:
 - . teacher competence,
 - . the teaching in general,
 - . anticipated results of the course,
 - . interest in the courses among many students;
- unfavourable elements:
 - . degree of concentration by the course on the LKE,
 - . the LKE as a source of tension,
 - . lack of motivation among some students,
 - . differences within the student groups, particularly as regards linguistic level;
- elements which remain uncertain:
 - . lack of motivation among some teachers,
 - . degree of cohesion of the student group,
 - . adequacy of the teaching materials.

5.2.2 How do the English-speaking teachers perceive the
PSYCHO-PEDAGOGICAL CONTEXT of the continuous LTPs?

The teachers' perceptions were determined on the basis of scale P⁷² and the open questions accompanying this questionnaire. The questionnaire dealt with 5 components⁷³ of the psycho-pedagogical context as revealed by factor analysis; another 20 components were selected on the basis of theoretical or logical criteria. The open questions dealt with the sources of learning difficulties and the reasons for failure or dropping out.

The reader will, of course, observe that only 21 teachers completed our questionnaire. This sub-sample is far smaller than those previously considered, but does however represent 30% of the reference population.

5.2.2.1 What does questionnaire P reveal?

Table 5.2.1-3- on the following page presents a synthesis of the results of scale P.

⁷² A description of this instrument appears in section 3.3 of the chapter on methodology.

⁷³ The components are defined in section 3.1 of chapter three.

TABLE 5.2.1-3-

Synthesis of the perceptions of the English-speaking teachers

Components	N	M	Standard deviation
Value of the teaching method	21	4.63	0.94
Teacher's self-evaluation	21	5.22	0.51
Degree of student motivation	21	3.38	0.45
Level of ling. proficiency expected by students	21	3.98	0.78
Stability in teaching career	21	2.07	0.95
Correspondence between examinations and course content	21	2.14	2.24
Ability of the evaluations made to keep students informed of progress	21	4.42	1.39
Degree of concentration by course on the LKE	21	2.90	1.70
The LKE as a source of tension	21	4.04	1.77
Adequacy of the teaching rhythm	21	4.38	1.16
Adequacy of the evaluations of prog.	21	3.81	1.43
Student satisfaction with work done for the course	21	4.33	1.27
Student satisfaction with the course	21	4.28	1.27
Effectiveness of the Lang. Bureau	21	4.57	0.81
Precision of the information provided by the L.B.	21	3.00	1.73
Adequacy of teaching materials	21	4.42	1.50
Favourable administrative atmosphere	21	4.66	1.27

TABLE 5.2.1-3- (Cont'd)

Synthesis of the perceptions of the English-speaking teachers

Components	N	M	Standard deviation
Adequacy of educational advisers	21	4.81	1.40
Desire that teaching be upgraded	21	3.66	1.59
Lack of teacher commitment to bilingualism	21	1.61	0.97
Concentration on administration by educational advisers	21	2.95	1.83
Desire that advisers and teachers work more in teams	19	3.73	1.48
Student satisfaction with the teachers' work	21	3.95	1.11
Importance of his contribution to students' lang. proficiency	21	3.90	1.17
Variation in student interest in the subject matter	20	3.15	1.75

On the whole, we note that the teachers' perceptions vary with the different aspects. Nearly one third of the answers reflect negative perceptions; one sixth, ambivalent or neutral perceptions, and one half, moderately positive perceptions. Let us review the results for each of the components.

Value of the teaching method used

The answers are relatively positive. The teachers feel in particular that the method encourages the student's active participation, and interaction between teachers and students and among the students themselves. They are less certain that the method is always stimulating or that it is well adapted to the students' way of learning.

Teacher's self-evaluation

The teachers have a very positive image of their own teaching and the scores are almost all identical for all aspects of their duties.

Degree of student motivation

The teachers have the impression that the students are not highly motivated to learn. The mean score would perhaps be slightly higher if we took into account the fact that three of these items used a different scale of response; the teacher was asked to evaluate his group in comparison to the other students; the responses indicate that they rate them as generally average, a judgment which is not necessarily negative although the score recorded is low. It appears, however, that the students' motivation, as perceived by the teachers, is not particularly high.

Level of linguistic proficiency expected by these students

The teachers feel that the students have relatively high expectations as to their linguistic abilities on completion of their training. They believe that they expect to be able to speak and understand, in particular, and less to be able to read and write.

Stability in teaching career

These statements were expressed in negative terms; the score of 2.07 thus indicates positive responses as to their career stability. The teachers feel particularly that they are motivated to make a career of teaching and deny that they intend to use teaching as a way to get into more interesting jobs in the Public Service.

The following 20 components were measured on the basis of a single statement each; we shall describe them somewhat more briefly.

- There does not appear to be much correspondence between the content of the examinations and the important aspects covered during the course.
- The evaluations made by the teachers keep the students fairly well-informed of their progress during the course.
- The course is directed toward really learning English but also toward passing the LKE.
- The worst tensions are caused by the necessity of passing the LKE.
- The rhythm at which the material is taught allows the students to follow their own rate of learning.
- The way in which the level of the students' achievement was evaluated at the beginning of the course is more or less adequate.
- According to these teachers, the students are relatively satisfied with the work which they have done for the course.
- The students are also relatively satisfied with the course.

- The Language Bureau is an effective institution.
- However, the Language Bureau does not provide students with precise enough information as far as teaching methods, course content and the methods by which they would be evaluated are concerned.
- The technical teaching materials are adequate.
- The administrators of the school contribute to the creation of an atmosphere which promotes learning.
- The educational advisers offer the students enough help in solving their personal difficulties.
- A large proportion of the teachers want to see teaching upgraded within the public service.
- The teachers claim to be firmly committed to the government's goal of bilingualism.
- Opinions are divided as to whether or not the advisers do too much administration and not enough teaching supervision.
- The teachers insist that senior teachers work with them more in teams.
- The students are moderately satisfied with the teaching offered by the teacher.
- The teachers feel that their contribution to the language proficiency of their students is fairly considerable.
- According to the teachers, their students' interest in the subject matter has stayed the same since the beginning of the courses.

We see from these data that the most positive perceptions involve:

- the teacher's self-image as an educator,
- his commitment to bilingualism,
- the Language Bureau, its effectiveness, the atmosphere created by its administrators, the help which the senior teachers provide the students,
- the method used,
- the stability of the teacher's career.

The most negative perceptions involve:

- student motivation,
- the adequacy of the examinations,
- the tensions created by the necessity of passing the LKE,
- the lack of information provided to the student,
- the incomplete collaboration between the senior teachers and teachers.

The perceptions are uncertain with respect to:

- the results which the students expect from the course,
- the evaluations,
- the status assigned to teaching.

The purely academic aspects do not appear to cause many problems.

5.2.2.2 What do the English-speaking teachers say about the difficulties and reasons for failure in the LTPs?

Do the answers to the open questions confirm these results?

Table 5.2.1-4- on the following page, presents a synthesis of these data.

The two principal sources of problems appear to be:

- the lack of motivation among some students and their negative attitudes towards learning the second language;
- the differences within the student groups, particularly with respect to learning level.

The teachers attribute failures or dropping out primarily to the individual characteristics of the students. They seldom question the teaching aspects or their own motivation. The conditions of the organizational environment do not always appear to promote the learning process.

These results correspond in general terms with those of scale G. The teachers see their teaching and the other academic elements as being favourable to the learning process, but express doubts as to the student's level of motivation.

TABLE 5.2.1-4-

Synthesis of answers to the open questions

	Sources of difficulty		Reasons for failure or dropping out	
	%	Rank	%	Rank
Student motivation and attitudes	26.7	2	24.2	1
Group composition	30.0	1	0	-
Organizational environment	-	-	12.9	3
Personal characteristics	5.1	4	16.0	2
Teaching	3.4	6	6.4	5
Learning difficulties	5.1	4	12.8	4
Teaching environment	11.9	3	0	-
Evaluation	0		3.2	6
Teacher motivation and attitudes	1.7	7	0	-
No problem	1.7	7	-	-

Notes: The percentages correspond to the proportion of reasons given in one area in relation to the total number of answers. The missing proportion corresponds to a wide range of reasons resisting grouping for the purposes of this table.

SUMMARY OF SECTION 5.2.2

The teachers reveal the following perceptions:

- The competence of the teacher, his commitment to bilingualism, the method used and the effectiveness of the Language Bureau promote the learning process;
- The lack of student motivation, the inadequacy of the examinations, the tensions caused by the LKE, the lack of information provided to the student and the incomplete collaboration between the senior teachers and the teachers are elements unfavourable to the learning process;
- The methods of evaluation and the status assigned to teaching remain uncertain elements.

On the whole, the teachers and the students have similar perceptions. However, each group tends to blame the other: the teachers emphasize the students' lack of motivation while the students question the degree of motivation of some teachers. Both groups agree in seeing problems in the differences within the groups and in the excessive emphasis placed on the LKE.

5.2.3 WHO are the French-speaking public servants involved in a continuous LTP in English?

How are the 128 French-speaking public servants of our DURING sample distributed in terms of age, sex, work category, educational level, etc.? What are their principal personality traits, the values to which they are most committed, etc.? It is these two questions which we shall consider briefly in the present section.

As in the two preceding cases (English-speaking BEFORE and DURING), this description, presented in the form of tables, is very brief, our objective, once more, 'not being a detailed study per se of the personality, values, intellectual aptitudes, self-concept and other personal characteristics of the French-speaking Canadian public servant. These personal characteristics are analyzed, later in this chapter (section 5.2.6), in relation with the perceptions which these individuals have of the psycho-pedagogical context within which they are involved in the course of their LTPs.

The same information as in the two preceding cases is provided and the same descriptive statistics have been utilized: frequencies or means as the case may be, standard deviations, etc.

5.2.3.1 What are their socio-biographical characteristics?

Table 5.2.3-1- on the following pages indicate the distribution of the 128 French-speaking public servants of our DURING sample on the basis of:

- their age
- their sex
- their educational level
- their work category
- their salary category

- their professional status BEFORE the LTPs
- the date of the first time they began an LTP
- their month of entry into their present LTP
- the principal departments employing these individuals
- their first lesson in their present LTP
- the teaching method used.

TABLE 5.2.3-1-

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics*		Frequency	% of the sample	cumulative %
<u>Age (year of birth)</u>				
1.	1901 - 1919	2	1.6	1.6
2.	1920 - 1929	7	5.6	7.3
3.	1930 - 1939	18	14.5	21.8
4.	1940 - 1949	45	36.3	58.1
5.	1950 - 1970	52	41.9	100
6.	No answer	4	-	-
	Total	128		
<u>Sex</u>				
1.	Men	61	52.6	52.6
2.	Women	55	47.4	100
3.	No answer	12	-	-
	Total	128		
<u>Educational level</u>				
1.	Elementary	3	2.6	2.6
2.	Secondary	60	52.2	54.8
3.	Post-secondary	33	28.7	83.5
4.	University	19	6.5	100
5.	No answer	13	-	-
	Total	128		

* See the report of Group B for a more detailed description of these characteristics.

TABLE 5.2.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics		Frequency	% of the sample	cumulative %
<u>Work Category</u>				
1.	Executive	0	0	0
2.	Scientific and professional	5	4.0	4.0
3.	Administrative and external service	29	23.2	27.2
4.	Technical support	9	7.2	34.4
5.	Administrative support	58	46.4	80.8
6.	Operational	24	19.2	100
7.	No answer	3	-	-
	Total	128		
<u>Salary Category</u>				
1.	\$ 4,000 - 6,999	18	14.1	15.5
2.	7,000 - 9,999	36	28.1	46.6
3.	10,000 - 12,999	19	14.8	62.9
4.	13,000 - 15,999	19	14.8	79.3
5.	16,000 - 18,999	3	2.3	81.9
6.	19,000 - 21,999	2	1.7	83.6
7.	22,000 - 24,999	0	0	83.6
8.	25,000 - 27,999	0	0	83.6
9.	28,000 and	19	14.8	100
10.	No answer	12	-	-
	Total	128		

TABLE 5.2.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics	Frequency	% of the sample	cumulative %
<u>Professional status</u>			
<u>BEFORE the LTPs</u>			
1. Incumbent of a designated pos.	24	19.2	19.2
2. Conditional appointee (within the Public Service)	101	80.8	100
3. No answer	<u>3</u>	-	-
Total	128		
<u>First time in an LTP</u>			
1. Before Sept. '73	7	5.5	5.5
2. After Sept. '73	121	94.5	100
3. No answer	<u>-</u>	-	-
Total	128		

TABLE 5.2.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics	Frequency	% of the sample	cumulative %
<u>Month of entry into the LTP</u>			
1. More than one year ago	3	2.0	2.0
2. In July 1974	1	1.0	3.0
3. In November 1974	2	2.0	5.0
4. In December 1974	17	13.0	18.0
5. In January 1975	13	11.0	29.0
6. In February 1975	13	10.0	39.0
7. In March 1975	20	16.0	55.0
8. In April 1975	20	16.0	71.0
9. In May 1975	15	12.0	83.0
10. In June 1975	21	17.0	100
11. No answer	<u>3</u>	-	-
Total	128		

TABLE 5.2.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics	Frequency	% of the sample	cumulative %
<u>10 Principal departments employing these individuals</u>			
1. Post Office	30	24.0	24.0
2. National Revenue (Taxation)	15	12.0	36.0
3. Secretary of State	12	10.0	46.0
4. National Defence (civil)	9	7.0	53.0
5. Manpower and Immigration	9	7.0	60.0
6. Supply and Services	8	6.0	66.0
7. Transport (air)	7	6.0	72.0
8. Unemployment Ins. Comm.	6	5.0	77.0
9. Can. Penitentiary Service	5	4.0	81.0
10. National Revenue (Customs and Excise)	5	4.0	85.0
11. Other	18	15.0	100
12. No answer	<u>4</u>	-	-
Total	128		

TABLE 5.2.3-1- (continued)

Socio-biographical characteristics of the public servants in the
DURING sample (128 French-speaking students)

Characteristics	Frequency	% of the sample	cumulative %
<u>First lesson (classification)</u>			
1. Lesson 1, Contact Canada	62	49.6	49.6
2. Level 1, review Contact Canada	38	30.4	80.0
3. Lesson 26, Contact Canada	20	16.0	96.0
4. Level 2, review Contact Canada	4	3.2	99.2
5. Lesson 51 (adv. prog.)	1	0.8	100
6. No answer	<u>3</u>	-	-
Total	128		
<u>Teaching method</u>			
1. E Contact Canada (lev. I)	48	38.4	38.4
2. E Contact Canada (lev. II)	77	61.6	100
3. No answer	<u>3</u>	-	-
Total	128		

5.2.3.2 What are the principal individual PSYCHOLOGICAL CHARACTERISTICS of the French-speaking public servants of the DURING group?

In the following pages we present (see table 5.2.3-2-) the descriptive results on the French-speaking public servants of the DURING sample in terms of:

- their linguistic knowledge
- their verbal and non-verbal intelligence
- the dimensions of their self-concept
- their instrumental values
- their linguistic proficiency

All these variables are analyzed, later in this chapter (section 6.2.6), in relation with their perceptions of the psycho-pedagogical context of the LTPs.

TABLE 5.2.3-2-

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: classification test

VARIABLES	(No) [*]	Number of respondents	Means	Standard deviation	Reference score ^{**}
Oral comprehension	(67)	128	8.61	4.59	-
Written comprehension	(68)	128	4.47	2.96	-

* This number refers to the numbers and abbreviations used in the computer printouts in Appendices 3 and 4.

** This reference score represents the mean score of the sample on which these measurements have been standardized or the midpoint of the scale used.

TABLE 5.2.3-2- (continued)

Means and standard deviations for each of the variables
of the DURING STUDY (Frenchspeaking)

VARIABLES: intelligence

VARIABLES	(No) *	Number of respondents	Means	Standard deviation	Reference ** score
Cattell	(672)	121	96.55	16.55	100
Otis	(675)	117	99.92	15.93	100

TABLE 5.2.3-2- (continued)

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: personality (16 PF)

VARIABLES	(No) *	Number of respondents	Means	Standard deviation	Reference score **
Reserved - open	(681)	128	5.77	1.58	
Ab. av. intell. - bel. av. intell.	(682)	128	5.52	1.65	
Emotional - stable	(683)	128	5.75	1.38	
Humble - peremptory	(684)	128	5.34	1.40	
Serious - easy-going	(685)	128	4.04	1.16	
Irresponsible - conscientious	(686)	128	6.34	1.45	
Timid - adventurous	(687)	128	4.61	1.54	
Rigid - tolerant	(688)	128	7.26	1.57	
Trusting - susp.	(689)	128	4.77	1.50	ALL 5.5
Practical - imag.	(690)	128	6.52	1.61	
Straightforward - calculating	(691)	128	4.68	1.66	
Placid - nervous	(692)	128	5.59	2.05	
Conventional - unconventional	(693)	128	6.17	1.39	
Social - independent	(694)	128	1.65	1.21	
Unself-conscious - self-controlled	(695)	128	4.69	1.47	
Relaxed - tense	(696)	128	5.87	1.39	
Anxiety + and -	(697)	128	5.08	1.30	
Introverted - extroverted	(698)	128	5.84	1.53	
Emotional + and -	(699)	128	3.19	1.33	
Dependent - indep.	(700)	128	4.37	1.27	

TABLE 5.2.3-2- (continued)

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: self-concept

VARIABLES	(No)*	Number of respondents	Means	Standard deviation	Reference score **	
					Min.	Max.
Identity	(FVAR 1)	81	125.25	10.63	60	150
Self-satisfaction	(FVAR 2)	81	115.54	12.53	30	150
Personal self	(FVAR 6)	81	71.67	8.28	20	90
Social self	(FVAR 8)	81	70.64	8.11	30	90
Total conflict	(FVAR 12)	81	31.69	8.12	0	80
Net conflict	(FVAR 13)	81	- 2.45	13.81	-60	80
Variation	(FVAR 14)	81	41.69	10.06	0	110
Distribution	(FVAR 16)	81	120.29	27.04	30	200

A reading of the table on the following page allows us to make the following observations. If we consider the 4 top-ranked values, we see that the French-speaking public servant-students, like their English-speaking colleagues, show a preference for those values which emphasize reliability; but this reliability is based on the determination of the person or on his personal efforts rather than on the level of competence attained, as is the case among the English-speaking students. As for the less desirable values, we find, as with the Anglophones, the merely superficial forms of submissiveness (obedience, politeness). Surprisingly enough, however, independence or autonomy is classified among these less desirable values, in apparent contradiction with the assignment of a similar rating to obedience. It may be that the respondents were associating independence with snobbery, and that this is why they assigned so little importance to the value "independence".

TABLE 5.2.3-2- (continued)

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: ROKEACH values

VARIABLES	(No) *	Number of respondents	Means	Standard deviation	Reference score **
Honest	(ROK 27)	106	4.54	4.03	
Responsible	(ROK 35)	106	6.63	3.98	
Ambitious	(ROK 19)	106	6.81	5.01	
Self-controlled	(ROK 36)	106	6.94	4.32	
Courageous	(ROK 24)	107	8.06	4.67	
Logical	(ROK 31)	106	8.33	4.46	
Helpful	(ROK 26)	105	8.59	4.43	
Broad-minded	(ROK 20)	107	8.94	5.05	
Capable	(ROK 21)	106	9.33	4.66	
Friendly	(ROK 32)	106	9.56	4.87	ALL 9.5
Intellectual	(ROK 30)	107	9.90	5.22	
Tolerant	(ROK 25)	106	10.46	4.42	
Neat	(ROK 23)	107	10.83	4.68	
Imaginative	(ROK 28)	107	11.22	4.79	
Cheerful	(ROK 22)	107	11.56	4.97	
Polite	(ROK 34)	106	11.93	4.63	
Independent	(ROK 29)	105	12.34	5.15	
Obedient	(ROK 33)	105	14.59	3.59	

TABLE 5.2.3-2- (continued)

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: linguistic proficiency

VARIABLES	(No) *	Number of respondents	Means	Standard deviation
<u>ECL/LKE</u>				
ECL/LKE read	(VAR 34)	102	20.94	20.60
ECL/LKE write	(VAR 35)	102	18.15	20.04
ECL/LKE understand	(VAR 36)	102	24.46	18.43
ECL/LKE speak	(VAR 37)	102	39.90	20.06
Mean no. lessons covered	(VAR 201)	125	10.92	3.60
<u>TEACHER EVALUATION</u>				
Teacher eval. abil. to read	(TSRR)	99	2.04	.17
Teacher eval. abil. to write	(TSRW)	103	2.05	.33
Teacher eval. abil. to understand	(TSRL)	125	2.04	.26
Teacher eval. abil. to speak	(TSRS)	125	1.99	.28
<u>PROFICIENCY TEST</u>				
Proficiency abil. read	(ATSR)	128	2.94	1.37
Proficiency abil. write	(ATSW)	128	2.50	1.25
Proficiency abil. underst.	(ATSL)	128	3.00	1.30
Proficiency abil. speak	(ATSS)	128	3.08	1.25

SUMMARY OF SECTION 5.2.3

Before analyzing the attitudes and motivations with respect to the second language of the 128 French-speaking public servants of the DURING the LTPs sample, we attempted to determine WHO these individuals are: what are their principal SOCIO-BIOGRAPHICAL CHARACTERISTICS and their principal individual PSYCHOLOGICAL TRAITS?

Ten socio-biographical characteristics were examined briefly:

- the age group of these individuals
- their sex
- their educational level
- their work category
- their salary category
- their professional status
- their date of entry into an LTP for the first time
- their month of entry into the current LTP
- the department by which they are employed
- their first lesson within the LTP.

The individual psychological traits which we described briefly are:

- their linguistic knowledge
- their verbal and non-verbal intelligence
- their personality traits
- the dimensions of their self-concept
- their instrumental values
- their linguistic proficiency.

5.2.4 What is the position of the French-speaking public servant-students with respect to their motivation and attitudes towards learning the second language?

The data analyzed here come from scale C. We have already described this scale in our discussion of the results shown by the English-speaking students (see 5.1.4). The reader may also refer to the chapter on methodology for a more complete description of scale C (see chapter 3). Scale C as administered to the French-speaking students included the following 7 sub-scales:

1. integrative motivation;
2. instrumental motivation;
3. attitude towards learning the second language;
4. attitude towards Canadians of the other culture;
5. interest in foreign languages;
6. support of family and friends in learning the second language;
7. anxiety associated with use of the second language in daily life.

In addition, some of the data considered here are provided by scale B-2. This scale is designed primarily to describe the attitude of the working environment towards the process of learning the second language; however, the first portion of this scale is designed to determine the perceptions of the public servant-students with respect to the linguistic requirements of the positions. This part of scale B-2 includes 6 statements with which the respondent is invited to express his disagreement or agreement on a 6-point scale, points 1, 2 and 3 expressing disagreement and points 4, 5 and 6 expressing agreement with the statement. Points 1 and 6 represent the extremes of disagreement or of agreement.

5.2.4.1 What are the results obtained from scale C?

Table 5.2.4-1- presents the results obtained by the French-speaking public servant-students on the various sub-scales of scale C⁷⁴.

⁷⁴ See Appendix 3, section 3.3.1 for the detailed results.

TABLE 5.2.4-1-

Means and standard deviations for each of the variables
of the DURING STUDY (French-speaking)

VARIABLES: attitudes and motivations

VARIABLES	(No) *	Number of Respondents	Means	Standard Deviation	Reference Score **
1. Integrative motivation	(SUB 1)	123	4.71	.94	
2. Instrumental motivation	(SUB 2)	123	3.95	.91	
3. Attitude learning L ₂	(SUB 3)	123	5.05	.75	
4. Attitude other linguis. group	(SUB 4)	123	3.45	.83	ALL 3.5
5. Interest for. language	(SUB 5)	123	4.73	.77	
6. Support family-friends	(SUB 6)	123	4.08	1.11	
7. Anxiety re: use L ₂	(SUB 7)	123	3.37	.87	

* This number refers to the numbers and abbreviations used in the computer printouts in Appendices 3 and 4.

** This reference score represents the mean score of the sample on which these measurements have been standardized or the midpoint of the scale used.

Integrative motivation and instrumental motivation

The French-speaking students show a moderately high level of motivation. The mean score of the answers to the statements comprising the sub-scale on integrative motivation is, in fact, close to point 5 on the scale of response (4.71). This is still slightly short of moderate agreement with the statements; on the other hand, this score is substantially higher than the mean score describing instrumental motivation, which is 3.95. The possibilities which a knowledge of English appears to offer for cultural integration are more striking than those of obtaining peripheral advantages (respect of others, career advancement, etc.).

If we examine individually the statements comprising the scale of integrative motivation and consider points 5 and 6 on the response scale, we see that 75% of the students feel that learning English will allow them to be more at ease with fellow Canadians who speak English; only 41% expect that learning English will enable them to better understand English Canadian art and literature, 51% feel that a knowledge of English will allow them to participate more freely in the activities of English Canadians, and a full 80% believe that this knowledge of English will allow them to converse with English Canadians. This last result anticipated and the first mentioned (being more at ease with English Canadians) alone can constitute powerful motives to learn the English language, since they imply an immediate benefit in everyday life.

As regards instrumental motivation, 75% of the French-speaking students believe that a knowledge of English will someday be useful in getting a good job (64% of the English-speaking students held the same belief), 62% feel that studying English is important because it will make them more knowledgeable people. However, only 30% are studying English only because they will need it for their future careers (this is consistent with the results obtained for integrative motivation) - compared to 24% of the Anglophones - and only 14% feel that other people will respect them more if they have a knowledge of a second language -

compared to 28% of the Anglophones. The French-speaking students, then, are studying English to facilitate communication with English Canadians, to help themselves get better jobs in the future, and to be more knowledgeable. This summarizes the content of the motivation of the French-speaking students to learn the second language, on the basis of the Gardner-Smythe scale.

Attitude towards learning the second language

A study of this sub-scale of the Gardner-Smythe scale can give us some information on the very real attraction which learning English represents for the French-speaking students. Over and above the reasons given for learning English, in fact, the attitude reveals the actual disposition of the student towards the learning process. What it indicates is that the French-speaking students are well-disposed towards learning English ($M = 5.05$).

Taking the statements individually, the mean scores obtained vary between 3.79 and 5.61. The students want to learn as much as possible, they consider learning English important, they enjoy learning English. The real problem is that most of them, given the choice, would prefer to spend their time on something else. The statement which reads as follows: "I would rather spend my time on subjects other than English" receives some degree of agreement from 43.3% of the students. If we add to this figure the percentage of those expressing only slight disagreement with this statement, we obtain a total of 65% of the students who show only a very circumstantial desire to learn English at this time. This is an indication of the degree of importance assigned to learning the second language on their list of priorities. The public servant-students accept the situation; they are enjoying learning English and they want to learn as much as possible. But the activity itself is not really what they would choose for themselves.

Attitude towards English Canadians

The French-speaking students show a slightly negative attitude towards English Canadians. They recognize English Canadians as very sociable, warm-hearted and creative people ($M = 4.54$), they consider the English Canadian heritage an important part of our Canadian identity ($M = 3.95$), they feel that the more they get to know the English Canadians, the more they want to be fluent in their language ($M = 3.82$), and they take the view that some of our best citizens are of English-Canadian descent ($M = 3.64$). The French-speaking students, however, express a great deal of reservation when they are asked to support statements affirming that English Canadians have preserved much of the beauty of the old Canadian folkways ($M = 1.33$), that it would be a great loss if Quebec should lose the English culture ($M = 2.51$), that English Canadians add a distinctive flavour to Quebec's culture ($M = 2.85$), or that English Canadians are so friendly and easy to get along with that Quebec is fortunate to have them ($M = 2.50$). In fact, no fewer than 76.7% of the French-speaking students disagree to some extent with this last statement. This percentage reaches 90% when we include those who express only slight agreement with the statement. This represents a great deal of "reservation" as to the pleasure experienced by the French-speaking students in having English Canadians as their fellow citizens.

Interest in foreign languages

The French-speaking students show a moderate interest in foreign languages ($M = 4.73$). Naturally, nearly all would like to be able to speak another language perfectly ($M = 5.59$), they would make a great effort to learn the language of their host country if they planned to stay in another country ($M = 4.93$), and they consider studying another language an enjoyable experience ($M = 5.28$). It is no problem knowing something and being able to enjoy it. However, as soon as the question involves actual contact with people speaking their own language, the scores begin to drop ($M = 4.62$); nor would our students make any effort to learn the language if they were simply visiting a foreign country

(M = 4.66), any more than they would in order to be able to read the literature of a foreign language in the original (M = 3.88). The idea of learning is less attractive to the students than that of knowing; in fact, they show only slight agreement with the statement that they would like to learn several languages (M = 4.30), and that they would study a foreign language even if it were not required (M = 4.48), or that it is important for Canadians to learn foreign languages (M = 4.20). This greater interest in knowing than in learning is human; anything else would be surprising. The French-speaking students certainly show some interest in foreign languages; but we must conclude that their interest in learning is very slight.

Support of family and friends in learning the language

The French-speaking students can expect only slight support from the members of their family and from their friends in learning English (M = 4.08). The public servant-student's family and friends feel that he should really try to learn English (M = 4.85). They encourage him "discreetly" to practise his English (M = 4.30) and continue his studies (M = 4.36), occasionally even after he has completed his formal training (M = 3.99). It is certainly not, however, for socio-political reasons that they do so, e.g. the fact of living in Canada (M = 2.98), but clearly because of the importance which English will have for him in his career (M = 5.22). Moreover, the actual help that the student can expect from his family and friends in studying English is, for all practical purposes, nonexistent (M = 3.58).

The family and friends of the French-speaking "public servant-student" thus appear to assume the role of a conscience, reminding the "public servant" of the importance of English for his career and the "student" of his responsibility to make the effort to learn.

Anxiety associated with the use of the second language in daily life

The French-speaking students experience no anxiety in using the second language in their daily lives (M = 3.37), except some slight

anxiety when they are speaking English with a superior ($M = 3.80$). In any other circumstance, they feel quite comfortable in using the English language in everyday life: in stores, restaurants, informal gatherings, asking street directions, on the telephone. In all these situations, the scores vary between 2.90 and 3.36. The French-speaking students are thus quite confident about using English in the various situations of everyday life.

5.2.4.2 What are the results obtained in the portion of scale B-2 dealing with perceptions of the language requirements of the positions?

The six (6) statements concerning the language requirements of the positions read as follows:

1. I am fairly well acquainted with the criteria used for the identification of language requirements of positions.
2. The language requirements identified for my position are excessive for the work I actually do.
3. The language requirements identified for my position are excessive for the work I will do after completion of language training.
4. Even though the objective of bilingualism is valid, it is wrong that people's careers are damaged by it.
5. Certain bilingual people often get jobs that more competent unilinguals should have had.
6. The criteria used to identify the official language requirements of positions are not really valid.

Table 5.2.4-2- shows the results obtained by the French-speaking public servant-students on each of the six (6) statements.

TABLE 5.2.4-2-

Means, standard deviations and number of respondents for each of the statements concerning the language requirements of the positions

STATEMENT	M	Standard Deviation	N
1	3.61	0.12	109
2	2.63	1.48	108
3	2.60	1.50	110
4	4.65	1.57	110
5	4.45	1.41	110
6	3.97	1.25	100

Like the English-speaking students, the French-speaking students are relatively unfamiliar with the criteria used for the identification of the language requirements of their positions (statement 1, $M = 3.61$). The distribution of answers in terms of the various points of the scale of response indicates that 40% of the French-speaking students disagree with the statement, revealing that they are not particularly familiar with the criteria for identification of the language requirements of the positions.

However, the French-speaking students believe that the language requirements assigned to their positions are, on the whole, justified for the work they actually do (statements 2 and 3, $M = 2.63$ and 2.60), i.e. agreement of 4.37 and 4.40, if we invert the sense of the statement).

Because of the ambiguity of statement 4, we must turn to statement 5 to determine the extent of the sense of injustice experienced with respect to the language requirements. This feeling does apparently exist (statement 5, $M = 4.45$) or, at least, linguistic proficiency does not seem to be automatically recognized as an essential qualification

for a given position, although as we have seen the French-speaking students do recognize the justification of the language requirements for their positions (statements 2 and 3). It could be, however, that the respondents were expressing their opinions on this statement as it applies to Anglophones as well as Francophones, a situation which does not arise in the case of their responses to the content of statements 2 and 3. The slightly negative perception of the validity of the identification criteria (statement 6, $M = 3.97$) suggests that the language requirements of the positions still represent a problem at some level, impossible to determine at this point, for the French-speaking public servant-students. It is, however, slightly less a problem than that experienced by their English-speaking counterparts, however, who had a mean score of 4.22 for statement 6.

These results, taken together, suggest that the French-speaking students are more aware than the English-speaking students of the justification for the language courses, in that they are more prepared to recognize that the language requirements which they are expected to meet are justified for the work they actually do. The mean scores observed among the French-speaking students to statements 2 and 3 are, in fact, 2.63 and 2.60, while among the English-speaking students they are 3.68 and 3.66. Their motivation to learn the second language should theoretically, then, be higher.

SUMMARY OF SECTION 5.2.4

The analysis of the attitudes and motivations of the French-speaking public servant-students reveals that they:

1. believe fairly strongly that English can be a valuable tool for cultural and social integration; in addition, a large majority feel that English will help them someday in their careers, and 30% of them are studying English solely for the sake of their future careers;
2. are very well disposed towards the experience of learning English, although a large number of them (43%) say that they would rather spend their time on subjects other than English;
3. are relatively lukewarm towards English-speaking Canadians;
4. display a fairly high interest in foreign languages;
5. can expect only slight support from their families and friends in their study of English;
6. feel little anxiety in their daily use of the English language.

In addition, we find that the French-speaking public servant-students are relatively unfamiliar with the criteria for identification of the language requirements of the positions. At the same time, even when they agree to some extent that the language requirements for their positions are justified for the work they actually do, they express slight disagreement as to the validity of these same requirements; and they also observe that certain bilingual people often get jobs that more competent unilinguals should have had.

5.2.5 What was the nature of the organizational context in which the French-speaking public servant-students evolved before their language training program?

Since scale B-2, our source for the data analyzed here, is already familiar to those who have read section 5.1.5, we shall proceed, without further discussion, with a brief analysis of the data collected by means of this scale from the French-speaking public servant-students⁷⁵.

Table 5.2.5-1- on the following page presents the results obtained by the French-speaking public servant-students for each of the components of the organizational environment covered by scale B-2.

Reading this table, we see that the French-speaking public servant-student has a minimal level of attachment to his office group (component 1: $M = 4.09$) and would resist leaving for good, if necessary, only slightly, since he has little feeling that he would lose personally and professionally by such a move (component 7: $M = 3.80$). Theoretically, this low level of attachment to his office group should make him relatively insensitive to pressure from his group with respect to the use of English as a second language at work, whether such pressure were for or against the use of English. Moreover, it does not appear that the office group is polarized with respect to the use of the second language; it is apparently neutral in terms of the normative support which it can offer (component 6: $M = 3.52$). The same is true for the public servant-student's superiors (component 3: $M = 3.31$) who, it seems, neither oppose nor support the use of English as a second language at work. Nor do they resent the fact that certain subordinates have to go on language training (component 10: $M = 2.99$).

⁷⁵ The organizational environment is analyzed "in extenso" in the BEFORE and AFTER studies, while for the DURING group, we have concentrated our analysis on the psycho-pedagogical context.

TABLE 5.2.5-1-

Means and standard deviations for each of the variables of the DURING STUDY (French-speaking)

VARIABLES: previous organizational context

VARIABLES	(No)*	Number of Respondents	Means	Standard Deviation	Reference Score**
Attachment office group	(SUBB 1)	128	4.09	.93	
Usefulness L ₂ within organ.	(SUBB 2)	128	3.83	.96	
Lack support authorities	(SUBB 3)	128	3.31	.79	
Lack reinforcement use of L ₂	(SUBB 4)	128	3.03	.63	
Use of L ₂ before LTP	(SUBB 5)	128	4.00	1.12	
Lack support office group	(SUBB 6)	128	3.32	.89	ALL 3.5
Resistance to leaving office group	(SUBB 7)	128	3.80	1.34	
Use of L ₂ outside working environ.	(SUBB 8)	128	3.46	.83	
Language requirements	(SUBB 9)	128	2.61	1.36	
Resistance sup. to LTP leave	(SUBB 10)	128	2.99	1.43	
Contact L ₂ at work	(SUBB 11)	128	5.15	1.54	

* This number refers to the numbers and abbreviations used in the computer printouts in Appendices 3 and 4.

** This reference score represents the mean score of the sample on which these measurements have been standardized or the midpoint of the scale used.

Approximately 3/4 of the members of the French-speaking public servant-student's office group were French-speaking (component 11: $M = 5.15^1$), and before beginning his language training he used English only occasionally (component 5: $M = 4.00$). Nonetheless, he experiences some positive reinforcement in his use of English in his dealings with various individuals (colleagues, public servants from other divisions or departments, members of the public) (component 4: $M = 3.03$). He agrees slightly that English is useful for participation in the life of the organization (component 2: $M = 3.83$) and he denies fairly strongly the suggestion that the work he actually does fails to justify the language requirements for his position (component 9: $M = 2.61$). Finally, outside the work environment, he rarely uses English (component 8: $M = 3.46$).

The French-speaking public servant-student appears to be involved in an organizational environment which offers him slightly more incentive to learn English than is the case for the English-speaking public servant-student. His superior is less upset by his departure for language training; he experiences slightly more reinforcement in the use of his second language; he uses somewhat more English at work than the Anglophone does French (before beginning their language training); he perceives somewhat more clearly the usefulness of his second language in terms of participation in the life of the organization; and, finally, he recognizes substantially more clearly than the English-speaking student the relevance of the language requirements of his position.

¹ Note that the scale of response for components 5, 8 and 11 is not the same as for the other components.

Components 5 and 8

- 0 = Impossible to answer
- 1 = Never
- 2 = Very rarely
- 3 = Seldom
- 4 = Occasionally
- 5 = Frequently
- 6 = Very often

Component 11

- 0 = Impossible to answer
- 1 = Less than 20% were French-speaking
- 2 = Between 20 and 35% were French-speaking
- 3 = Between 35 and 50% were French-speaking
- 4 = Between 50 and 65% were French-speaking
- 5 = Between 65 and 80% were French-speaking
- 6 = 80% or more were French-speaking

Even though the French-speaking public servant-student has some slight advantage over his English-speaking counterpart with respect to the incentive which his work environment can provide, this environment does not appear to constitute a truly solid basis for a motivation to learn English, in that those elements of the organizational environment which might be determining factors in this respect do not go very far beyond the neutral state.

SUMMARY OF SECTION 5.2.5

The analysis of the French-speaking public servant-students' perceptions of the organizational environment in which they were involved before beginning their language training reveals that these French-speaking public servant-students:

1. feel minimal attachment to their office group;
2. find English somewhat useful in ensuring their participation in the life of the organization;
3. offer very little denial concerning the lack of support from the authorities of their departments for efforts to use English as a second language;
4. recognize slightly the existence of some positive reinforcement for the use of English in their dealings with various individuals (colleagues, public servants from other departments, members of the public) at work;
5. have a neutral impression of the normative support of their office group for the use of English at work;
6. feel that the language requirements for their positions are more or less justified for the work they actually do;
7. used English occasionally at work before beginning their language training.

This organizational environment seems to us to offer little hope, on the whole, of giving the student any marked incentive in his efforts to learn the English language.

5.2.6 What psychological or psycho-social factors are most closely related to the perceptions which these public servant-students have of the psycho-pedagogical context of the continuous LTPs?

As in chapter four, we present first the results from the intercorrelations matrix in order to indicate those factors showing significant correlations with the components of the psycho-pedagogical context. As this is an intermediate step, this part is composed almost exclusively of tables, while the second, presented in section 5.1.6.2, will present an analysis of the most important correlations.

5.2.6.1 What factors are related to the various components of the psycho-pedagogical context?

The following tables (5.2.6-1-) show all the correlations. The asterisks indicate those correlations which are significant at the .05 and the .01 levels. Only the latter are included in the subsequent statistical analysis.

TABLE 5.2.6-1-

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (socio-biographical)					
	AGE	SEX	WORK CATEG.	PROF. STATUS	EDUC. LEVEL	SALARY CATEG.
1. Teaching method	.19*	-.02	-.15	-.06	.10	.10
2. Group cohesion	-.02	.01	.00	-.04	.11	.01
3. Satisfaction with teachers	.11	-.11	-.19*	-.09	.00	.15
4. Language Bureau	.17*	.01	-.10	-.04	.03	.07
5. Level of proficiency	.12	.06	.04	.00	.01	-.18*
6. Motivation L ₂	.06	.05	-.27**	-.03	.06	-.02
7. LTP evaluation	.03	.11	-.16	-.09	-.12	.12
8. LKE (course)	-.14	.05	.03	.03	-.15	.18*
9. LKE (test)	-.14	.08	.08	-.09	-.11	-.13
10. Teaching rhythm	.13	.01	.04	-.04	.12	-.08
11. Adequacy evaluations	.06	.16	-.11	-.16	.09	-.20*
12. Satisfaction with work	.25**	.09	-.10	-.03	-.02	-.09
13. Teaching materials	.14	.00	.00	-.07	.00	.08
14. Perceived ability	.09	-.06	.03	.09	.32**	-.13
15. Variation interest	.00	.02	-.10	.04	.08	.11
16. Satisfaction with course	.13	-.02	.01	.00	.03	.04

* P .05 ** P .01

¹ See section 3.1 of the chapter on methodology for the full title and definition of each of these components.

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic knowledge)	
	AURAL COMPREHENSION	WRITTEN COMPREHENSION
1. Teaching method	-.07	-.08
2. Group cohesion	.10	-.05
3. Satisfaction with teachers	-.08	-.22**
4. Language Bureau	-.14	-.17*
5. Level of proficiency	.07	-.14
6. Motivation L ₂	.09	-.02
7. LTP evaluation	-.30**	.00
8. LKE (course)	-.01	.11
9. LKE (test)	.01	-.05
10. Teaching rhythm	-.02	-.21*
11. Adequacy evaluations	-.05	.02
12. Satisfaction with work	-.04	-.12
13. Teaching materials	-.09	-.08
14. Perceived ability	.32**	-.13
15. Variation interest	.09	.02
16. Satisfaction with course	-.07	-.14

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES
for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16 PF)						
	RESERVED OPEN	AB. BEL.	AV. AV.	INTELL. INTELL.	EMOTIONAL STABLE	HUMBLE PEREMPT.	SERIOUS EASY-GOING
1. Teaching method	.01		.05		.04	-.10	.02
2. Group cohesion	.05		.00		.03	.08	.10
3. Satisfaction with teachers	.01		.08		.01	.04	-.02
4. Language Bureau	.08		.02		.02	.04	-.02
5. Level of proficiency	.12		.13		-.08	-.11	.00
6. Motivation L ₂	.07		-.03		-.16	.10	-.06
7. LTP evaluation	-.04		.06		-.04	-.28**	-.22*
8. LKE (course)	-.07		-.07		.03	-.05	-.05
9. LKE (test)	-.09		-.12		-.22**	.08	.00
10. Teaching rhythm	.13		.14		.14	-.08	.05
11. Adequacy evaluations	.07		-.02		-.11	-.05	-.10
12. Satisfaction with work	.11		-.02		.11	-.04	.07
13. Teaching materials	-.09		-.11		-.04	-.01	.03
14. Perceived ability	.08		.09		.14	.28**	.29**
15. Variation interest	.00		.02		.01	-.10	.07
16. Satisfaction with course	.04		.06		.15	-.02	.10

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16 PF)				
	IRRESP. CONSCIEN.	TIMID ADVENT.	RIGID TOLERANT	TRUSTING SUSPIC.	PRACTICAL IMAGINATIVE
1. Teaching method	.18*	-.03	-.07	.02	-.17*
2. Group cohesion	.07	-.06	-.19*	-.14	.00
3. Satisfaction with teachers	.11	-.02	-.15	-.06	-.12
4. Language Bureau	.12	-.02	-.11	.08	-.09
5. Level of proficiency	-.06	-.15	.10	.03	.01
6. Motivation L ₂	.16	-.16	-.15	-.18*	-.04
7. LTP evaluation	.18*	.05	.22*	-.02	-.11
8. LKE (course)	-.01	-.17*	.06	-.03	.07
9. LKE (test)	.25**	-.08	-.24**	.09	.15
10. Teaching rhythm	.01	.02	.14	-.03	.00
11. Adequacy evaluations	.17*	.00	.13	-.02	-.12
12. Satisfaction with work	.10	.11	-.09	-.03	-.08
13. Teaching materials	.09	-.01	-.07	.01	-.12
14. Perceived ability	-.07	.21*	.00	.01	-.12
15. Variation interest	-.08	.09	.04	.10	.02
16. Satisfaction with course	.05	.00	-.08	.09	-.24**

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16 PF)				
	STRAIGHTFWD. CALCULATING	PLACID NERVOUS	CONVENTIONAL UNCONVENT.	SOCIAL INDEPEN.	UNSELFCON. SELF-CON.
1. Teaching method	.08	-.06	.11	-.03	.12
2. Group cohesion	.01	-.12	.03	-.15	.16*
3. Satisfaction with teachers	.08	.00	-.00	-.01	.10
4. Language Bureau	.05	-.05	.05	-.13	.08
5. Level of proficiency	.02	-.03	.03	-.08	.04
6. Motivation L ₂	.06	.01	-.04	-.13	.23**
7. LTP evaluation	.03	.05	-.09	.13	.10
8. LKE (course)	-.10	.01	-.21*	.10	.08
9. LKE (test)	.10	.22*	-.02	.03	-.01
10. Teaching rhythm	.08	-.10	.00	-.04	.22*
11. Adequacy evaluations	.19*	.14	-.07	.10	.04
12. Satisfaction with work	.00	.04	.13	.00	.04
13. Teaching materials	.15	-.05	.05	-.02	.17*
14. Perceived ability	-.14	-.17*	.05	-.08	.18*
15. Variation interest	-.03	-.13	.07	-.10	-.01
16. Satisfaction with course	.06	-.07	.02	-.02	.10

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (personality 16 PF)				
	RELAXED TENSE	ANXIETY + ANXIETY -	INTROV. EXTROV.	EMOTIONAL + EMOTIONAL -	DEPENDENT INDEPEND.
1. Teaching method	.08	.00	-.01	.09	-.10
2. Group cohesion	-.03	.10	-.08	.13	.00
3. Satisfaction with teachers	.07	.01	-.01	.14	-.05
4. Language Bureau	.11	.08	.00	.05	-.07
5. Level of proficiency	.18*	-.04	.09	-.19*	-.08
6. Motivation L ₂	.03	-.03	.00	.05	-.05
7. LTP evaluation	.11	-.17*	.02	-.23*	-.23**
8. LKE (course)	-.15	-.20*	-.04	-.04	-.01
9. LKE (test)	.05	-.04	.17*	.14	.11
10. Teaching rhythm	.00	.04	-.11	-.10	-.06
11. Adequacy evaluations	.16	-.02	.10	-.11	-.04
12. Satisfaction with work	.06	.15	.00	.04	-.06
13. Teaching materials	.14	.01	-.01	.13	.02
14. Perceived ability	-.01	.38**	-.16	.09	.08
15. Variation interest	-.11	.05	-.08	-.02	-.06
16. Satisfaction with course	.12	.09	-.01	.12	-.11

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (self-concept)			
	IDENTITY	SELF- SATISFACTION	PERSONAL SELF	SOCIAL SELF
1. Teaching method	.13	.08	.19*	.24**
2. Group cohesion	.33*	.27**	.30**	.33**
3. Satisfaction with teachers	.16	.04	.18*	.27**
4. Language Bureau	.09	.00	.07	.14
5. Level of proficiency	.00	-.02	-.07	.05
6. Motivation L ₂	.08	.09	.13	.19*
7. LTP evaluation	-.06	-.14	-.04	-.02
8. LKE (course)	-.06	-.12	-.21*	-.11
9. LKE (test)	.01	-.01	.00	-.01
10. Teaching rhythm	.08	.10	.01	.25**
11. Adequacy evaluations	.01	.00	.04	.02
12. Satisfaction with work	.13	.31**	.32**	.15
13. Teaching materials	.07	.09	.10	.12
14. Perceived ability	.26**	.32**	.23**	.26**
15. Variation interest	-.07	-.07	.02	.02
16. Satisfaction with course	.17	.10	.07	.15

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (self-concept)			
	TOTAL CONFLICT	NET CONFLICT	VARIATION	DISTRIBUTION
1. Teaching method	-.17*	-.05	-.09	-.01
2. Group cohesion	-.07	.09	.00	.31**
3. Satisfaction with teachers	.00	.13	-.04	.14
4. Language Bureau	-.10	.02	-.17	-.05
5. Level of proficiency	-.08	.02	-.02	-.04
6. Motivation L ₂	.07	.00	-.09	.09
7. LTP evaluation	-.16	.07	.00	-.26**
8. LKE (course)	-.00	.01	.08	.03
9. LKE (test)	.16	.18*	.14	.11
10. Teaching rhythm	.06	-.12	-.05	.03
11. Adequacy evaluations	-.22*	-.04	-.16	-.25**
12. Satisfaction with work	-.12	-.04	.00	.14
13. Teaching materials	-.13	.07	-.19*	-.10
14. Perceived ability	-.08	.09	-.02	.32**
15. Variation interest	-.02	-.18*	.05	.01
16. Satisfaction with course	-.17	-.06	-.11	-.02

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking students)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (intelligence)	
	CATTELL	OTIS
1. Teaching method	.06	.06
2. Group cohesion	-.03	.09
3. Satisfaction with teachers	.09	.10
4. Language Bureau	.07	.15
5. Level of proficiency	.00	.17*
6. Motivation L ₂	.07	-.13
7. LTP evaluation	.01	-.03
8. LKE (course)	-.06	-.12
9. LKE (test)	-.18*	-.27**
10. Teaching rhythm	.07	.15
11. Adequacy evaluations	.10	.05
12. Satisfaction with work	.05	.12
13. Teaching materials	.03	.01
14. Perceived ability	.10	.13
15. Variation interest	-.11	.00
16. Satisfaction with course	.03	.15

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH values)					
	AMBITIOUS	BROAD- MINDED	CAPABLE	CHEERFUL	NEAT	COURAGEOUS
1. Teaching method	-.17*	.19*	.03	-.12	.00	.11
2. Group cohesion	-.21*	.20*	-.28**	.17*	-.11	-.15
3. Satisfaction with teachers	.06	.10	.03	-.06	-.09	.13
4. Language Bureau	-.23**	.12	.00	.01	-.05	-.05
5. Level of proficiency	-.26**	-.09	.03	.12	.16	-.07
6. Motivation L ₂	-.03	.11	-.09	.00	-.22*	.03
7. LTP evaluation	.08	.17*	.03	-.08	-.07	-.03
8. LKE (course)	.36**	.00	-.04	-.09	-.10	-.02
9. LKE (test)	.26**	-.10	-.16	.15	.00	.11
10. Teaching rhythm	.01	.01	-.01	-.10	.00	-.09
11. Adequacy evaluations	-.10	.04	.02	.05	.11	-.07
12. Satisfaction with work	-.14	.01	.03	-.04	-.24**	.03
13. Teaching materials	-.07	.20*	.04	-.15	-.07	.08
14. Perceived ability	.00	.09	-.13	-.06	.03	-.05
15. Variation interest	.03	.03	-.01	-.05	-.04	.01
16. Satisfaction with course	-.15	.03	.04	.00	-.08	-.10

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH values)					
	TOLERANT	HELPFUL	HONEST	IMAGI- NATIVE	INDE- PENDENT	INTEL- LECTUAL
1. Teaching method	-.01	-.16	-.16	.25**	.09	.09
2. Group cohesion	.01	-.05	.04	.07	.19*	.01
3. Satisfaction with teachers	-.03	-.15	.00	.23**	.00	.02
4. Language Bureau	.11	-.10	.15	.16	.05	-.01
5. Level of proficiency	.13	-.00	.23**	.00	.06	-.14
6. Motivation L ₂	.12	.03	.11	.02	.12	-.06
7. LTP evaluation	-.06	-.15	-.05	.27**	.12	.25**
8. LKE (course)	-.08	-.10	-.18*	.11	.10	-.01
9. LKE (test)	.11	.10	.00	.01	-.10	-.10
10. Teaching rhythm	.02	-.12	.26**	.00	-.01	-.13
11. Adequacy evaluations	-.02	-.04	-.06	.07	.10	-.01
12. Satisfaction with work	.10	-.04	.00	.03	.09	.08
13. Teaching materials	-.02	-.04	-.04	.17*	.02	.05
14. Perceived ability	-.02	-.08	-.03	-.07	-.06	.15
15. Variation interest	-.12	-.18*	.09	-.11	.18*	.04
16. Satisfaction with course	.06	-.10	.12	.21*	.02	-.05

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (ROKEACH values)					
	LOGICAL	FRIENDLY	OBEDI- ENT	POLITE	RESPON- SIBLE	SELF CONTROLLED
1. Teaching method	.00	.03	.10	-.29**	-.05	-.12
2. Group cohesion	-.01	.18*	.01	.01	-.18*	-.08
3. Satisfaction with teachers	.10	.03	.00	-.20*	-.06	-.18*
4. Language Bureau	.04	.00	.01	-.20*	.00	-.12
5. Level of proficiency	.06	.06	-.10	.02	.00	-.28**
6. Motivation L ₂	.02	.17*	-.01	-.26**	-.11	-.10
7. LTP evaluation	-.15	-.10	-.21*	-.29**	.08	-.03
8. LKE (course)	-.01	-.13	-.20*	.05	.02	.08
9. LKE (test)	-.29**	.20*	-.12	-.06	.05	-.05
10. Teaching rhythm	.08	-.10	.19	.05	.11	-.07
11. Adequacy evaluations	-.12	.10	-.07	-.07	-.03	-.04
12. Satisfaction with work	-.05	.09	.06	-.10	.04	-.06
13. Teaching materials	-.02	.09	.04	-.21*	-.05	-.14
14. Perceived ability	-.07	.07	.04	-.18*	.10	.20*
15. Variation interest	.05	.12	-.06	-.17*	.08	.07
16. Satisfaction with course	.08	.03	-.02	-.08	.12	-.18*

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (attitudes and motivations)			
	INTEGR. MOTIVATION	INSTRUM. MOTIVATION	ATTITUDE LEARNING L ₂	ATTITUDE OTHER GROUP
1. Teaching method	.03	-.02	.27**	.15
2. Group cohesion	.17*	-.17*	.27**	.10
3. Satisfaction with teachers	.01	.01	.14	.18*
4. Language Bureau	.02	-.04	.19*	.04
5. Level of proficiency	.03	-.12	.19*	.00
6. Motivation L ₂	.30**	.00	.39**	.24**
7. LTP evaluation	-.09	.30**	.01	.22*
8. LKE (course)	-.01	.04	-.20*	.03
9. LKE (test)	.02	.09	-.21*	-.01
10. Teaching rhythm	.12	-.19*	.23**	.11
11. Adequacy evaluations	-.04	.12	.02	.04
12. Satisfaction with work	-.19*	-.20*	.19*	-.10
13. Teaching materials	-.04	.12	.05	.04
14. Perceived ability	-.01	-.24**	.13	-.08
15. Variation interest	.19*	-.06	.40**	.17
16. Satisfaction with course	-.05	-.08	.07	-.02

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (attitudes and motivations)		
	INTEREST FOR LANG.	SUPPORT FAM. FRIENDS	ANXIETY RE: USE L ₂
1. Teaching method	-.10	.26**	.08
2. Group cohesion	.08	.10	-.02
3. Satisfaction with teachers	-.11	.29**	.25**
4. Language Bureau	-.03	.19*	.18*
5. Level of proficiency	.03	-.04	.12
6. Motivation L ₂	.13	.34**	-.04
7. LTP evaluation	-.24**	.31**	.26**
8. LKE (course)	-.03	-.14	-.06
9. LKE (test)	-.05	-.09	-.08
10. Teaching rhythm	.03	.06	.12
11. Adequacy evaluations	-.03	.23**	.11
12. Satisfaction with work	.00	.04	-.05
13. Teaching materials	-.14	.06	.27**
14. Perceived ability	.22*	.00	-.08
15. Variation interest	.20*	.27**	.02
16. Satisfaction with course	-.08	.01	.21*

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (previous organizational environment)		
	ATTACHMENT OFFICE GROUP	USEFULNESS L ₂ WITHIN ORGANIZ.	LACK SUPPORT AUTHORITIES
1. Teaching method	.25**	.05	-.26**
2. Group cohesion	.17*	.11	-.18*
3. Satisfaction with teachers	.22*	.04	-.20*
4. Language Bureau	.22*	-.06	-.30**
5. Level of proficiency	.29**	.11	-.35**
6. Motivation L ₂	.15	.22*	-.20*
7. LTP evaluation	.15	-.01	-.07
8. LKE (course)	-.18*	-.11	.22*
9. LKE (test)	.10	-.06	.16
10. Teaching rhythm	.14	-.02	-.23**
11. Adequacy evaluations	.11	-.12	-.11
12. Satisfaction with work	.18*	-.10	-.15
13. Teaching materials	.15	-.05	-.04
14. Perceived ability	-.01	.00	-.07
15. Variation interest	.00	.17*	-.20*
16. Satisfaction with course	.23**	-.03	-.32**

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (prev. organizational env.)			
	LACK REINFORC. USE OF L ₂	USE OF L ₂ BEFORE LTP	LACK SUPPORT OFFICE GROUP	RESISTANCE LEAVING GRP
1. Teaching method	-.05	.07	-.08	.25**
2. Group cohesion	-.06	.23**	-.15	.11
3. Satisfaction with teachers	-.07	.14	-.20*	.24**
4. Language Bureau	-.05	.08	-.06	.26**
5. Level of proficiency	.04	.12	-.08	.16
6. Motivation L ₂	-.19*	.10	-.18*	.11
7. LTP evaluation	-.03	.10	.05	.13
8. LKE (course)	.00	.03	.05	-.09
9. LKE (test)	.07	-.08	-.12	.02
10. Teaching rhythm	-.21*	.08	-.02	.01
11. Adequacy evaluations	.04	-.14	.04	.20*
12. Satisfaction with work	-.03	.02	-.04	.01
13. Teaching materials	.02	-.04	.02	.13
14. Perceived ability	-.16	.03	-.07	-.36**
15. Variation interest	-.05	.01	.06	.15
16. Satisfaction with course	.00	.08	-.11	.16

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (prev. organizational env.)			
	USE OF L ₂ OUT- SIDE WORK ENV.	LANGUAGE REQUIREMENTS.	RESIST. SUP. TO LTP LEAVE	CONTACT L ₂ AT WORK
1. Teaching method	-.11	-.22**	-.03	.14
2. Group cohesion	.06	-.20*	-.03	-.18*
3. Satisfaction with teachers	-.06	-.12	-.04	.13
4. Language Bureau	-.04	-.24**	-.15	.14
5. Level of proficiency	.07	-.13	-.10	.00
6. Motivation L ₂	.16	-.18*	-.13	-.18*
7. LTP evaluation	-.19*	-.08	-.18*	.07
8. LKE (course)	.00	.08	-.03	.07
9. LKE (test)	.09	-.08	.00	-.02
10. Teaching rhythm	-.01	-.06	-.21*	-.05
11. Adequacy evaluations	-.10	-.01	-.05	-.03
12. Satisfaction with work	-.05	-.09	.03	-.01
13. Teaching materials	-.06	-.13	-.07	.10
14. Perceived ability	.09	-.08	-.01	-.16
15. Variation interest	-.06	-.17*	-.10	-.04
16. Satisfaction with course	-.08	-.20*	-.04	.14

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)			
	ECL/LKE READ	ECL/LKE WRITE	ECL/LKE UNDERSTAND	ECL/LKE SPEAK
1. Teaching method	-.01	.04	-.09	-.20*
2. Group cohesion	-.12	-.11	-.16	-.14
3. Satisfaction with teachers	-.03	.00	-.11	-.22*
4. Language Bureau	-.06	-.01	-.08	-.24**
5. Level of proficiency	-.09	-.10	.09	.00
6. Motivation L ₂	-.03	-.02	-.08	-.11
7. LTP evaluation	-.03	.03	-.23**	-.27**
8. LKE (course)	.06	.05	.00	.14
9. LKE (test)	-.18*	-.15	-.18*	-.13
10. Teaching rhythm	.00	.02	-.15	-.25**
11. Adequacy evaluations	.06	.10	-.10	-.11
12. Satisfaction with work	-.05	.00	-.22*	-.25**
13. Teaching materials	-.04	.01	-.15	-.30**
14. Perceived ability	.00	-.03	.06	-.14
15. Variation interest	-.02	-.01	.10	.04
16. Satisfaction with course	-.05	.00	-.13	-.27**

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)			
	TEACHER EVAL. ABIL. TO READ	TEACHER EVAL. TO WRITE	TEACHER EVAL. TO UND.	TEACHER EVAL. ABIL. TO SPEAK
1. Teaching method	-.33**	.00	-.05	-.04
2. Group cohesion	-.14	.02	.03	-.04
3. Satisfaction with teachers	-.27**	-.05	-.18*	-.24**
4. Language Bureau	-.36*	-.14	-.04	-.09
5. Level of proficiency	-.09	-.13	-.01	-.02
6. Motivation L ₂	-.09	-.11	-.04	-.13
7. LTP evaluation	-.08	.16	.02	-.02
8. LKE (course)	.09	.05	.01	-.03
9. LKE (test)	-.02	-.04	.07	-.16
10. Teaching rhythm	-.32**	-.06	-.04	.00
11. Adequacy evaluations	-.04	.12	.22*	-.01
12. Satisfaction with work	-.20*	.01	.10	.16
13. Teaching materials	-.25*	-.09	-.10	-.17
14. Perceived ability	.16	.10	.40**	.10
15. Variation interest	-.19*	-.10	-.08	-.01
16. Satisfaction with course	-.43**	-.22*	-.04	-.06

TABLE 5.2.6-1- (continued)

Intercorrelations of the INDEPENDENT VARIABLES with the CRITERIA VARIABLES for the DURING STUDY (French-speaking public servants)

CRITERIA VARIABLES: COMPONENTS OF THE PSYCHO-PEDAGOGICAL CONTEXT

Components ¹ of the PSYCHO-PEDAGOGICAL CONTEXT	Independent variables (linguistic proficiency)				
	MEAN NO. LESSONS COV.	NORM READ	NORM WRITE	NORM UNDERST.	NORM SPEAK
1. Teaching method	.19*	.22*	.11	.22*	.21*
2. Group cohesion	.05	.09	.07	.10	.08
3. Satisfaction with teachers	.16	.14	.13	.17**	.22*
4. Language Bureau	.37**	.28**	.22**	.28**	.29**
5. Level of proficiency	.03	.01	.01	-.01	.06
6. Motivation L ₂	.05	.08	.15	.13	.11
7. LTP evaluation	.19*	.32**	.27**	.35**	.25**
8. LKE (course)	-.21*	-.08	-.04	-.05	-.14
9. LKE (test)	-.10	.12	.07	.15	.07
10. Teaching rhythm	.25**	.13	.11	.16	.24**
11. Adequacy evaluations	.10	.06	.00	.16	.11
12. Satisfaction with work	.29**	.22**	.11	.23**	.23**
13. Teaching materials	-.26**	.24**	.19*	.27**	.33**
14. Perceived ability	-.14	-.19*	-.17*	-.19*	-.16
15. Variation interest	.10	.07	.04	.05	.00
16. Satisfaction with course	.33*	.21*	.14	.21*	.29**

How many factors or variables have significant correlations with the components of the psycho-pedagogical context?

100 individual variables have been correlated with the 16 psycho-pedagogical components. Eighty-seven of these variables, or 87%, correlated significantly at the .01 level. The number of significant correlations ($P > .01$) is 497.

What is the magnitude of the coefficients of correlation?

If we divide the correlations into five groups, we obtain the following data:

- $P > .07 - .09$: 45.7%
- $P > .10 - .14$: 35.2%
- $P > .15 - .19$: 12.8%
- $P > .20 - .29$: 4.4%
- $P > .30 - .37$: 1.8%

The correlations are relatively low. This indicates that few individual variables can, by themselves, "explain" the variations in the perceptions of the psycho-pedagogical context. These perceptions are probably correlated instead with a whole constellation of variables which interact among themselves. The next statistical process will reveal the importance of these multiple correlations.

What type of individual variables show the most frequent significant correlations?

Of the 497 correlations significant at the .01 level,

- 18.6% involve personality traits
- 18.2% involve attitudes and motivational factors
- 16.8% involve the components of the organizational environment

- 13.9% involve measurements of proficiency
- 10.5% involve the self-concept variables
- 8.2% involve linguistic aptitudes
- 7.0% involve value-related variables
- 2.8% involve socio-biographical characteristics
- 2.6% involve measurements of intelligence
- 1.6% involve measurements taken by means of the Rotter test.

No one type of variables shows any real dominance. It appears that personality traits, attitudes, and perceptions of the organizational environment are more frequently related to the psycho-pedagogical components. However, we cannot assign any absolute value to these percentages since the number of variables differs in each area and, in particular, because certain variables are closely interrelated; for instance, certain factors involving attitudes and the organizational environment never appear alone in correlation with certain psycho-pedagogical components.

Which components of the psycho-pedagogical context have the greatest number of significant correlations with the individual variables?

The following is a list of the components and the number of correlations significant at the .01 level:

- value of the method	34
- cohesion of the learning group	37
- satisfaction with the teachers	37
- effectiveness of the Language Bureau	36
- level of linguistic proficiency expected	36
- degree of motivation to learn the second language	27
- ability of the evaluations made to keep the students informed of their progress	31
- degree of concentration by the course on the LKE	25
- the LKE as a source of tension	27

- adequacy of the teaching rhythm	25
- adequacy of the evaluations of progress	24
- satisfaction with the work done	26
- adequacy of the teaching materials	12
- perceived linguistic ability	54
- variation of interest in the subject matter	32
- satisfaction with the course	34

The number of correlations is substantially the same for all the components. Only the student's perception of his own linguistic ability in comparison with the mean for the other students appears to be more closely related to the individual variables. The magnitude of the coefficients of correlation varies very slightly from one component to another. Only the components involving degree of motivation to learn the second language and perceived linguistic ability have slightly higher correlations.

5.2.6.2 What factors are the most important

We have seen in the preceding section which factors were significantly related to the components of the psycho-pedagogical context. The technique of multiple regression will now allow us to analyze the relative importance of these variables in explaining the psycho-pedagogical components. We postulated that the perceptions of the conditions of the psycho-pedagogical context had a preponderant influence on the way in which the public servant viewed the learning of the second language. In section 5.2.1, we presented the perceptions of the public servants; these showed us the favourable and unfavourable elements. Now we want to verify how far these perceptions can be explained by individual variables: socio-biographical characteristics, psychological traits, and attitudes. When we speak of explaining the variance, we do not mean that there is a cause-and-effect relationship between the individual characteristics and the perceptions, but rather that these two poles vary directly with one another; for example, when a person has a positive attitude towards learning the second language, he also has a positive perception of the teachers and vice versa.

What portion of the variance is explained?

The individual variables measured explain an average of 36% of the variance in the perceptions of the psycho-educational context.

Table 5.2.6.2-2- shows the proportion of variance explained for each components.

TABLE 5.2.6.2-2-
Proportion of the Variance Explained

Components	% of variance
Value of the method	.45
Cohesion of the learning group	.34
Satisfaction with the teachers	.34
Effectiveness of the Language Bureau	.53
Level of linguistic proficiency expected	.35
Degree of motivation to learn L ₂	.36
Ability of the evaluations made to keep the students informed of their progress	.42
Degree of concentration by the course on the LKE	.32
The LKE as a source of tension	.37
Adequacy of the teaching rhythm	.34
Adequacy of the evaluations of progress	.18
Satisfaction with the work done	.37
Adequacy of the teaching materials	.32
Perceived linguistic ability	.42
Variation of interest in the subject matter	.24
Satisfaction with the course	.36

These proportions are all very similar with the exception of:

- the adequacy of the evaluations of progress and the variation of interest in the subject matter, which are less fully explained
- the effectiveness of the Language Bureau, which is more fully explained.

While several independent and intermediary variables may have been overlooked in our survey, we can conclude that the perceptions of the psycho-pedagogical context do not depend primarily on these variables. This means that a public servant perceives a condition in a given manner, partially (1/3) because of his own personal characteristics but primarily because of the characteristics of the condition itself.

What type of psychological or psycho-social variable is preponderant?

In our analysis of the role of the individual variables, we have considered only those explaining 1% or more of the variance. Table 5.2.6.2-3- shows the proportion of variance specific to each of these variables.

On the basis of this table, we can determine, for each type of variable, the proportion of the total number of variables appearing among the high correlations, the contribution of each type of variable to the entire set of correlations, and the mean proportion of variance explained.

TABLE 5.2.6.2-3-

Major variables* in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT among the French-speaking public servants of the DURING sample

Psychological and Psycho-social Variables	Components of the PSYCHO-PEDAGOGICAL CONTEXT of % of the Variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Socio-biographical Characteristics:</u>																
age	.06			.03								.04				
educational level														.01		
salary level								.01			.02					
<u>Psychological Traits:</u>																
<u>intelligence:</u>																
Cattell: non-verbal intell.									.01							
Otis - Ottawa: verbal intell.					.01				.06							
<u>linguistic knowledge:</u>																
Classification test: aural compreh.																.05
Classification test: written compreh.				.04	.02											
<u>personality:</u>																
emotional - emotional stability					.03				.08							
humble - peremptory														.01		
serious - easy-going								.01						.01		
irresponsible - conscientious																
timid - adventurous								.07								

*Only those variables explaining 1% or more of the variance are presented here. Detailed data appear in Appendix 3, section 3.2.2.4. Because of technical difficulties, we were unable to include the self-concept variables in the multiple regression equations.

TABLE 5.2.6.2-3- (cont'd)

Major variables* in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT among the French-speaking public servants of the DURING sample

Psychological and Psycho-social Variables	Components of the PSYCHO-PEDAGOGICAL CONTEXT of % of the Variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>personality:</u> (continued)																
rigid - tolerant		.02					.07	.05								.02
practical - imaginative																
straightforward - calculating											.11					
conventional - unconventional								.01								
unselfconscious - self-controlled					.01	.01			.02						.02	
relaxed - tense																
anxious + and -														.05		
dependent - independent							.02									
<u>instrumental values:</u>																
ambitious									.08	.05						
broad minded		.04											.01			
capable		.06														
neat																
honest					.02	.02				.03						
imaginative				.01												.01
logical	.03															
obedient								.01	.03	.06						
polite	.01						.04						.04			
self-controlled				.01	.07									.01		

TABLE 5.2.6.2-3- (cont'd)

Major variables* in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT among the French-speaking public servants of the DURING sample

Psychological and Psycho-social Variables	Components of the PSYCHO-PEDAGOGICAL CONTEXT of % of the Variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Previous Organizational Environment:																
attachment to office group	.02		.01										.03		.01	
usefulness L2 within the organization						.02						.05				
lack of support from authorities		.02		.10	.15	.01		.03		.03					.01	.08
lack of reinforcement use of L2										.02						
lack of support from office group						.03										
resistance to leaving office group	.08		.04	.02							.03			.09		
use of L2 outside work environment							.01									
resistance by superiors to LTP leave							.01			.01						
opportunities for contact L2 at work		.03														
Attitudes and Motivations:																
instrumental motivation		.03								.04				.01		
attitude learning L2	.06	.07		.02	.01	.15		.02	.05	.05		.03			.16	
interest foreign language							.01									
support family and friends			.08	.02		.05	.02				.07				.02	
anxiety associated with use of L2			.01			.02	.02						.02			

TABLE 5.2.6.2-3- (cont'd)

Major variables* in the explanation of the 16 components of the PSYCHO-PEDAGOGICAL CONTEXT among the French-speaking public servants of the DURING sample

Psychological and Psycho-social Variables	Components of the PSYCHO-PEDAGOGICAL CONTEXT of % of the Variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Linguistic Proficiency:</u>																
<u>results on the LKE:</u>																
ability to understand										.03		.04				.01
ability to speak																
mean no. of lessons covered				.07				.01				.10				.04
<u>teacher evaluation:</u>																
ability to read	.09		.07	.15					.06		.04			.01		.19
ability to understand										.04					.15	
<u>linguistic norms:</u>																
ability to read														.01		
ability to understand				.02		.11						.02				
ability to speak														.14		

Table 5.2.6.2-4- summarizes the preceding table.

If we consider the proportional number of different variables explaining more than 1% of the variance,

- the variables of intelligence,
- linguistic aptitudes and knowledge,
- components of the organizational environment,
- attitudes and motivation

appear to be the most important. However, since each of the variables may correlate with more than one component, we must examine the proportion of the number of high correlations due to each type of variables. It appears that:

- the variables of the organizational environment,
- attitudes and motivation,
- the variables of proficiency

TABLE 5.2.6.2-4-

Synthesis of the High Correlations

Variables	Prop. of the no. of variables	Prop. of high correlations	Mean prop. of variance explained
Socio-biographical characteristics	60%	4.9%	.03
Intelligence	100%	2.9%	.03
Linguistic aptitudes	100%	3.3%	.02
Personality traits	70%	15.7%	.03
Values	55.5%	16.4%	.03
Organizational environment	81.8%	20.7%	.04
Attitudes and motivation	71.4%	19.0%	.04
Proficiency	53.3%	17.4%	.07

are more important. We can also examine the mean proportion of the variance explained for each variable. The percentages are very similar, with the exception that:

- the variables of proficiency,
- the variables of the organizational environment,
- attitudes and motivation

explain a slightly greater proportion of the variance. All these data appear to indicate that the latter three types of variables go further in explaining the perceptions of the psycho-pedagogical context than the other variables.

Which components of the psycho-pedagogical context are most fully explained?

On the basis of the intercorrelations ($P > .01$) between the various components, we can classify the latter in 4 groups:

Group 1: components concerning the teaching:

- value of the teaching method used;
- satisfaction with the teachers;
- effectiveness of the Language Bureau;
- ability of the evaluations made to keep the students informed of their progress;
- adequacy of the teaching rhythm;
- adequacy of the evaluations of progress;
- adequacy of the teaching materials.

Group 2: components concerning the student:

- cohesion of the learning group;
- degree of motivation to learn the second language;
- perceived linguistic ability;
- variation of interest in the subject matter.

Group 3: components concerning satisfaction with the program:

- level of linguistic proficiency expected on completion of the course;
- satisfaction with the work done;
- satisfaction with the course.

Group 4: components concerning the LKE:

- degree of concentration by the course on the LKE;
- the LKE as a source of tension.

Each group of components explains the following mean proportion of the variance:

- group 1: 37%
- group 2: 34%
- group 3: 36%
- group 4: 34%

The psychological and psycho-social factors appear to explain each of the groups of components in almost equal proportions. We shall see, in the following step, which type of variable offers the best explanation for each of the groups.

To which psychological or psycho-social factors are the groups of components most closely related?

Tables 5.2.6.2-5- present the results of the multiple regression equations for each psycho-pedagogical components.

TABLE 5.2.6.2-5-

Most important variables* in the explanation of the component

1. VALUE OF THE TEACHING METHOD USED

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher eval. abil. to read	.09	.09	.30	-.30
2. Attitudes learning L ₂	.06	.15	.38	.24
3. Resistance leaving off. group	.08	.23	.48	.25
4. Age	.06	.30	.54	.21
5. Imaginative	.03	.34	.58	.22
6. Attachment office group	.02	.36	.60	.25
7. Irresponsible - consc.	.02	.39	.62	.18
8. Polite	.01	.41	.64	-.25

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

* Results of multiple regression by steps (see "Manual SPSS" for a detailed description of this technique and the programming used).

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

2. COHESION OF THE LEARNING GROUP

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.07	.07	.27	.27
2. Capable	.06	.14	.37	-.25
3. Instrumental motivation	.03	.18	.42	-.20
4. Broadminded	.04	.22	.47	.21
5. Lack support authorities	.02	.25	.50	-.24
6. Rigid - tolerant	.02	.27	.52	-.18
7. Opportunities contact L ₂	.03	.30	.55	-.22

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

3. SATISFACTION WITH THE TEACHERS

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Support family-friends	.08	.08	.29	.29
2. Teacher eval. abil. to read	.07	.15	.39	-.28
3. Resistance leaving off. group	.04	.20	.45	.27
4. Written comprehension	.04	.25	.50	-.21
5. Anxiety re: use L ₂	.01	.26	.51	.28
6. Attachment office group	.01	.30	.55	-.07
7. Imaginative	.01	.32	.56	.20

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

4. EFFECTIVENESS OF THE LANGUAGE BUREAU

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher eval. abil. to read	.15	.15	.39	-.39
2. Lack support authorities	.10	.26	.51	-.34
3. Means no. lessons covered	.07	.33	.57	.36
4. Age	.03	.37	.61	.24
5. Resistance leaving off. group	.02	.40	.63	.23
6. Written comprehension	.02	.42	.65	-.16
7. Attitudes learning L ₂	.02	.45	.67	.18
8. Norm: understand	.02	.47	.68	.27
9. Polite	.01	.48	.69	-.19
10. Support family-friends	.02	.50	.71	.17

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

5. LEVEL OF LINGUISTIC PROFICIENCY EXPECTED

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Lack support authorities	.15	.15	.39	-.39
2. Self-controlled	.07	.23	.48	-.28
3. Emotional + and -	.03	.26	.51	-.22
4. Honest	.02	.28	.53	.20
5. Relaxed - tense	.01	.30	.55	.17
6. Intelligence (Otis)	.01	.32	.57	.17
7. Attitudes learning L ²	.01	.33	.58	.19

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

6. DEGREE OF MOTIVATION TO LEARN THE L₂

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.15	.15	.38	.38
2. Support family-friends	.05	.20	.45	.35
3. Lack support off. group	.03	.24	.49	-.24
4. Usefulness L ₂ within organization	.02	.26	.51	.26
5. Neat	.02	.29	.54	-.20
6. Unselfconscious - self- contr.	.01	.21	.55	.19
7. Lack support authorities	.01	.32	.56	-.23

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component
7. ABILITY OF EVALUATIONS TO KEEP STUDENTS INFORMED OF PROGRESS
among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Norm: understand	.11	.11	.32	.33
2. Rigid - tolerant	.07	.18	.43	.22
3. Polite	.04	.23	.48	-.23
4. Dependent - independent	.02	.25	.50	-.22
5. Anxiety re: use L ₂	.02	.28	.52	.25
6. Interest foreign languages	.01	.29	.54	-.24
7. Support family-friends	.02	.32	.57	.28
8. Resistance sup. LTP leave	.01	.34	.58	-.16
9. Serious - easy-going	.01	.35	.59	-.16
10. Obedient	.01	.38	.61	-.18
11. Use L ₂ outside work envir.	.01	.38	.61	-.19

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6 .2-5- (continued)

Most important variables* in the explanation of the component

8. DEGREE OF CONCENTRATION BY THE COURSE ON THE LKE
among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Ambitious	.08	.08	.29	.29
2. Timid - adventurous	.07	.16	.40	-.21
3. Lack support authorities	.03	.20	.44	.26
4. Obedient	.03	.23	.48	-.20
5. Attitude learning L ₂	.02	.26	.51	-.21
6. Mean no. lessons covered	.01	.28	.53	-.17
7. Conventional - unconvnt.	.01	.30	.54	-.21
8. Salary category	.01	.31	.55	.17

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

9. THE LKE AS A SOURCE OF TENSION

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Intelligence (Otis)	.06	.06	.25	-.25
2. Logical	.06	.12	.35	-.24
3. Emotional - stable	.08	.21	.45	-.23
4. Rigid - tolerant	.05	.26	.51	-.23
5. Ambitious	.05	.31	.56	.22
6. Attitudes learning L ₂	.03	.34	.59	-.23
7. Intelligence (Cattell)	.01	.36	.60	-.17

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

10. ADEQUACY OF THE TEACHING RHYTHM

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher eval. abil. to read	.06	.06	.24	-.24
2. Attitudes learning L ₂	.05	.12	.34	.22
3. Instrumental motivation	.04	.16	.40	-.17
4. ECL/LKE speak	.03	.19	.44	-.23
5. Lack support authorities	.03	.23	.48	-.24
6. Unselfconscious - self- contr.	.02	.26	.51	.24
7. Honest	.03	.29	.54	.23
8. Lack reinforcement use L ₂	.02	.32	.56	-.23
9. Resistance sup. LTP leave	.01	.33	.57	-.22

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

11. ADEQUACY OF THE EVALUATIONS OF PROGRESS

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Support family-friends	.07	.07	.26	.26
2. Teacher eval. abil. to read	.04	.11	.33	.21
3. Resistance leaving off. group	.03	.14	.38	.19
4. Salary category	.02	.17	.41	-.17
5. Straightforward - calculating	.01	.18	.43	.17

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

12. SATISFACTION WITH THE WORK DONE

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Mean no. lessons covered	.10	.10	.32	.32
2. Usefulness L ₂ within organization	.05	.16	.40	-.21
3. Teacher eval. abil. to read	.04	.21	.45	-.21
4. Age	.04	.25	.50	.24
5. Attitudes learning L ₂	.03	.28	.53	.22
6. ECL/LKE understand	.04	.32	.57	-.18
7. Integrative motivation	.00	.33	.57	-.15
8. ECL/LKE speak	.00	.34	.58	-.20
9. Norm: understand	.02	.36	.60	.23

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6 .2-5- (continued)

Most important variables* in the explanation of the component

13. ADEQUACY OF THE TEACHING MATERIALS

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Norm: speak	.14	.14	.37	.37
2. Polite	.04	.18	.43	-.20
3. Anxiety re: use L ₂	.02	.21	.46	.33
4. Attachment office group	.03	.25	.50	.14
5. Broadminded	.01	.26	.51	.19
6. Teacher eval. abil. to read	.01	.28	.53	-.27
7. Norm: write	.00	.29	.54	.22
8. Norm: understand	.00	.29	.54	.31
9. Norm: read	.01	.31	.55	.29

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

14. PERCEIVED LINGUISTIC ABILITY

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher eval. abil. to understand	.15	.15	.38	.38
2. Resistance leaving off. group	.09	.24	.49	-.37
3. Anxiety + and -	.05	.30	.55	.28
4. Aural comprehension	.03	.33	.57	.32
5. Unself-conscious - self-contr.	.02	.36	.60	.18
6. Humble - peremptory	.01	.38	.61	.28
7. Self-controlled	.01	.39	.63	.32
8. Educational level	.01	.40	.63	.32
9. Serious - easy-going	.01	.41	.64	.29
10. Instrumental motivation	.01	.42	.65	-.29

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6,2-5- (continued)

Most important variables* in the explanation of the component

15. VARIATION OF INTEREST IN SUBJECT MATTER

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Attitudes learning L ₂	.16	.16	.40	.40
2. Support family-friends	.02	.19	.44	.27
3. Imaginative	.01	.20	.45	-.09
4. Lack support authorities	.01	.21	.46	-.20
5. Attachment office group	.01	.23	.47	-.02

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

TABLE 5.2.6.2-5- (continued)

Most important variables* in the explanation of the component

16. SATISFACTION WITH THE COURSE

among the public servants of the French-speaking DURING sample

Variable Selected	% of variance explained	Cumulative % of this variance	R (multiple correlation)	r (simple correlation)
1. Teacher eval. abil. read	.19	.19	.43	-.43
2. Lack support authorities	.08	.28	.52	-.31
3. Mean no. lessons covered	.04	.32	.56	.29
4. Practical - imaginative	.02	.34	.58	-.21
5. ECL/LKE speak	.01	.35	.59	-.23

N.B. Only those significant variables contributing to 1% (.01) or more of the variance have been selected.

If we examine the content of these regressions, we can observe the interactions among the different variables.

Socio-biographical characteristics

These variables show infrequent, isolated relationships with the psycho-pedagogical components. For example, the younger public servants tend to have more positive perceptions of the teaching and more satisfaction with the work done. Those with a high level of education perceive their linguistic ability more positively. Since these correlations are infrequent and unorganized, it is difficult to draw any conclusions from them.

Variables of intelligence

These variables explain practically none of the components; the most intelligent individuals expect a higher level of linguistic proficiency.

Linguistic aptitudes

Here again, the relationships are very infrequent. Those public servants with high aptitudes perceive their ability in a more positive light but are more critical of the course and the Language Bureau.

Personality traits

These variables correlate with all the groups of components. However, since these variables often differ from one correlation to another, it is difficult to offer any synthesis. If we attempt to summarize the recurring intercorrelations, we obtain the following data: the trait "self-controlled" accompanies the favourable elements of groups 1 and 2: greater motivation, and more positive perception of one's abilities and of the teaching. The characteristic entitled

"realistic, self-assured" is associated with more positive perceptions of the cohesion and of the evaluations, and less tension as a result of the LKE. The characteristic entitled "serious" correlates with a better image of the evaluations and of linguistic ability.

Values

These variables correlate most closely with groups 1 and 4.

Appreciation of:

- politeness is associated with positive perceptions of a number of pedagogical aspects;
- initiative is associated with greater criticism of these same aspects;
- ambition is associated with greater acceptance of the problems connected with the LKE;
- broad-mindedness is associated with more positive views on the cohesion and the teaching materials.

Attitudes

These variables are associated most closely with the components of groups 1 and 2. Instrumental motivation, positive attitudes, and the encouragement of family and friends give rise to positive perceptions of the teaching and greater motivation to learn.

Proficiency

Correlations are numerous with groups 1 and 3. High proficiency is associated with a positive perception of the teaching aspects but with more criticism of the work done.

Components of the organizational environment

These components are associated most closely with groups 1 and 2. The public servant with a positive perception of his work environment has the same view of the psycho-pedagogical context. It is primarily those components associated with attachment to the office group which correlate with a positive view of the teaching aspects. Support from superiors for the use of the second language is also closely associated with motivation to learn, interest in the subject matter, and higher expectations.

What image of the French-speaking public servant-student emerges from the interaction of all these variables?

The results which emerge from the public servants' perceptions of the conditions of the psycho-pedagogical context have led us to the following conclusions:

certain elements were favourable:

- the competence of the teachers;
- the teaching in general;
- the results expected from the course;
- the interest in the course among a good number of students.

certain elements were unfavourable:

- the degree of concentration by the course on the LKE;
- the LKE as a source of tension;
- the lack of motivation among some students;
- the differences within the groups of students.

As we have seen, it is primarily the variables of proficiency, attitudes towards the second language, and components of the organizational environment which explain in part the perceptions of the psycho-pedagogical

conditions. Since the proficiency variables have already been studied by Group B, we shall concentrate our attention on the attitudes and the organizational environment.

The results presented in section 5.2.4 led to the conclusion that, while the scores were not always particularly high, the French-speaking students were interested in learning the second language. It is the variable involving attitude towards learning which is the most clearly positive, and this is the same variable which correlates most highly with the perceptions of the psycho-pedagogical context. We can thus conclude that this element is favourable.

With respect to the organizational environment, the results presented in section 5.2.5 show that the public servant is attached to his office group, but that he receives little support in learning and using the second language. Both these components are closely related to the perceptions of the psycho-pedagogical context. Since attachment influences perceptions, we can say that this is a favourable element. However, the support offered by superiors also has a great deal of influence and is, at the same time, weak; this element, then, is unfavourable.

Despite the positive influence of the attitudes and the partially positive influence of the components of the organizational environment and of the proficiency variables, a number of conditions remain uncertain. Given the fact that the independent variables explain a mean of only 36% of the variation in perceptions, it seems that even if the public servant had more positive attitudes, and more favourable perceptions of the organizational environment, he would continue to list elements which render the learning process difficult.

SUMMARY OF SECTION 5.2.6

Among the French-speaking public servant-students, the perception of individual components of the psycho-pedagogical context varies relatively frequently on the basis of their values, their perceptions of their organizational context prior to training, their attitudes, and their teachers' evaluations of their linguistic ability.

The importance which the French-speaking public servant-students assign to the values "ambitious", "capable", "logical", "polite" and "self-controlled" affects the perception of the psycho-pedagogical context to various degrees and with varying frequency.

The perception which the French-speaking public servant-students have of the lack of support from the authorities for the use of French at work negatively affects their perception of a number (8) of components of the psycho-pedagogical context, in particular their perception of the level of linguistic proficiency expected on completion of the course and their perception of the effectiveness of the Language Bureau.

The positive attitude of the French-speaking public servant students towards learning French emerges frequently (on 10 occasions) in their perception of the psycho-pedagogical context. This attitude is of particular importance in the development of their interest in the subject matter of the training course and in their degree of motivation to learn the French language.

Finally, a positive evaluation by the teachers of the French-speaking students' ability to read English emerges on 7 occasions in the variation of the perception which the students have of the psycho-pedagogical context, particularly with respect to their satisfaction with the course and their perception of the effectiveness of the Language Bureau; it has a positive effect in the first case and negative in the second.

5.3 EVOLUTION OF THE LTP CLASSES OVER A TYPICAL MONTH

Let us recall briefly the nature of the LTP class evolution analysis dealt with in this section⁷⁶.

This analysis was designed primarily to collect first-hand information on the student's day-to-day experience within the Language Bureau. Students from different class groups, having taken classes for different lengths of time, exposed to different methods and having different levels of ability (see figure 3-2 on the following page⁷⁷) were questioned on four occasions over a one-month period, at regular intervals, on their last three days in class. They were asked about any particularly notable events or situations, about the amount of work done, about their satisfaction with the work they had done, and the progress they had made; in addition, they were asked about the conditions under which they had worked.

As figure 3-2 indicates, this sub-sample is fairly representative, in "quantitative" terms, of certain characteristics within the population of LTP students and teachers. It is composed, in fact, primarily of students taking courses in FRENCH, with some taking courses in ENGLISH, of more "old" than "new" students, primarily of those using the "Dialogue Canada" method (the method most commonly used in the LTPs), of level 1 and 2 classes, etc.

⁷⁶ See chapter 3, section 3.2, for a description of this sub-study.

⁷⁷ This figure also appears in the chapter on methodology (p. 191).

French as a second language	"old" LTP students	o Dialogue Canada method	o level 1	o class A-136 (8 st., 1 tr.)
				o class B-728 (6 st., 1 tr.)
				o class B-338 (8 st., 2 trs.)
				o class A-427 (9 st., 1 tr.)
French as a second language	o level 2			o class B-502 (5 st., 1 tr.)
				o class A-227 (5 st., 1 tr.)
				o class A-317 (4 st., 1 tr.)
				o class B-430 (3 st., 1 tr.)
	o <u>Français courant</u> method		o level 1	
	o Traditional approach method		o level 1	o class A-534 (8 st., 1 tr.)
	o Dialogue Canada method		o level 1	o class B-438 (6 st., 1 tr.)
				o class A-433 (8 st., 2 trs.)
English as a second language	no particular method		o level 1	o class C-114 (4 st., 1 tr.)
				o level 2
TOTAL:				13 classes, 78 students, 15 teachers

Fig. 3-2 Sub-sample of class evolution analysis over one typical month

All the students and teachers of the classes comprising this sub-sample were interviewed individually on four occasions over the course of one month. A total of 296 student interviews and 48 teacher interviews were thus carried out. In table 5.3.1-1- on the following page, we present the information relative to the participation rate within each class, the characteristics of these classes, etc.

The information provided by this sub-study is of two kinds:

- information which can be codified and subjected to summary statistical analysis⁷⁸;
- various comments of an essentially qualitative nature.

For the codified information, we have calculated frequencies and percentages, means, and standard deviations. We have also verified differences between certain variables by means of variance analysis and analyzed certain correlations (Pearson's r correlation coefficient) between these variables⁷⁹.

⁷⁸ See Appendix 2, section 2.2.1, for a detailed explanation of the system of codification developed and for the computer results calculated.

⁷⁹ SPSS programs were used in all cases.

TABLE 5.3.1-1-

Distribution of participants in evolution analysis by class, teaching method, level, etc.

Class no.	Teaching method	Level	students			teachers			Week
			N	N	No	N	N	No	
			students	interv.	answer*	teachers	interv.	answer*	
A-136	Dialogue Canada	1	8	32	0	1	4	0	1
B-502	Dialogue Canada	2	5	16	4	1	3	1	2
B-430	Français courant	1	3	12	0	1	4	0	3
B-438**	Dialogue Canada	1	6	24	0	1	4	0	4
B-728	Dialogue Canada	1	6	20	4	1	4	0	1
B-338	Dialogue Canada	1	8	31	1	2	3	1	2
A-534	Traditional approach	1	8	29	3	1	4	0	3
A-433**	Dialogue Canada	1	8	32	0	2	3	1	4
A-427	Dialogue Canada	1	9	35	1	1	3	1	1
A-227	Dialogue Canada	2	5	18	2	1	4	0	2

* No answer: absent, changed group, dropped out

** Groups of "new" students. All other groups are made up of "old" students.

TABLE 5.3.1-1- (cont'd)

Distribution of participants in evolution analysis by class, teaching method, level, etc.

Class no.	Teaching method	Level	students			teachers			Week
			N	N	No	N	N	No	
			students	interv.	answer*	teachers	interv.	answer*	
A-317	Dialogue Canada	2	4	16	0	1	4	0	3
C-103	English	2	4	16	0	1	4	0	4
C-114	English	1	4	15	1	1	4	0	1
Total			78	296	16	15	48	4	

First we shall examine the results emerging from this analysis, and then compare these results with what the public servants and teachers have already told us, through their perceptions (questionnaires G and P), of the psycho-pedagogical context of the LTPs.

5.3.1 What is the subjective experience entailed in the daily study of a second language in an LTP?

Table 5.3.1-2-, on the following page, shows the outline followed in the course of our analysis. It is important to remember, while reading the results, that our analysis deals with all the classes comprising our sub-sample. We have made no effort to establish systematic comparisons between the 11 FRENCH classes and the 2 ENGLISH classes.

TABLE 5.3.1-2-

Outline of the presentation of results

1. The student and his work
 - events or situations attracting the student's attention - nature, satisfaction, effect on progress;
 - amount of work done;
 - satisfaction with the work done;
 - satisfaction with the progress made.
2. Psycho-pedagogical conditions of study
 - general feeling towards the course;
 - educational activities - frequency, satisfaction;
 - teaching methods - satisfaction;
 - initiatives in class - nature, satisfaction;
 - attachment of the student to his group - choices, rejections;
 - teacher;
 - other favourable and unfavourable elements of the learning situation;
 - components of the learning situation which appear to be interrelated.
3. The variation of results in relation to the general teaching method, learning level and length of studies with the Language Bureau.
 - variations related to methods;
 - variations related to learning level;
 - variations related to length of studies.
4. The variation of results in relation to role within the class: teacher and students.

5.3.1.1 The student and his work

- a) Events or situations attracting the student's attention - nature, satisfaction, effect on progress

When the students are asked what, in the past three days, has most attracted their attention or caught their interest, they mention various notable events involving their actual studies and/or the conditions under which they are studying (see table 5.3.1-3- on the following page).

The most striking event for the student is the progress which he has made. The students are very much aware of what they are learning, the new skills they are acquiring, and the quantity of these new skills. A full 20% of their answers refer directly to what might be termed the "experience of success" or the "feeling of mastery" of new skills (see table 5.3.1-3-). Another 5% of the answers refer to the actual content of their studies (verb tenses, pronunciation, vocabulary, etc.). The students view their new skills in a positive light and the great majority of them feel that their recent acquisitions have a positive effect on their studies: success constitutes a meaningful reinforcement for their efforts.

The teacher represents the second most satisfying element of the situation for the students. 18% of the answers refer to the teacher. He is mentioned most frequently in connection with some pleasant form of interaction with the students, some attitude or personality trait which promotes the learning process. However, his approach or the quality of his teaching draw more polarized observations. In this connection, it is his weaknesses as well as his strengths which attract student attention.

TABLE 5.3.1-3-

Events and conditions attracting student attentions - frequency and percentage of mentions

	Frequency	Percentage
Progress made		
- overall progress	225	20%
- specific skills	57	5%
Teacher	204	18%
Pedagogical activities	137	12%
General atmosphere	57	5%
Tests	56	5%
Method	45	4%
Teaching rhythm	44	4%
Teacher rotation	44	4%
Miscellaneous:	260	23%
- personal effort		
- sub-groups		
- number of students in the class		
- similarity of aptitudes		
- specific difficulties		
- motivation		
- possible initiative		
- mutual support		

The third area attracting student attention involves the pedagogical activities included both within the official framework of the course and outside the regular activities (outings, excursions, etc.). 12% of the answers mention such activities. It is primarily the interest which these activities arouse and their effectiveness which attract student attention. In general, they are felt to have a positive impact on the learning process. However, for those who mention them spontaneously (as is the case here, in comparison with the students in general, whose evaluations will be presented later), the pedagogical activities give rise to somewhat limited satisfaction: the students feel that the pedagogical value of the activities is satisfactory but that they are not sufficiently varied. This means that a portion of the stimulus experienced, in the course of a pedagogical activity, consists of a feeling of déjà vu. The student's attention is thus divided between fighting boredom and assimilating the new and strictly linguistic aspects of the activity.

The general atmosphere, tests, method, teaching rhythm and teacher rotation are other elements which attract attention, but in considerably smaller proportions (5% or fewer of the answers have to do with each of these themes). For all practical purposes, they cannot be considered notable elements to the students.

The data thus show that the important stimulus for the students lies in what should be the heart of their training, i.e. the learning of the language. This linguistic stimulus does not always draw attention in itself, however. It is received by a student who is conscious of his rate of progress. Progress itself becomes a stimulus. It is watched, it is measured, it receives constant attention. Obviously, for the federal public servant whose career depends largely on the outcome of his linguistic training, success in the second language course constitutes in itself an area of major concern. And no doubt he learns a great deal about his very capacity to learn the second language.

The teacher too constitutes another important stimulus and, consequently, another important object of study. While a child may unconsciously assimilate the teacher role, the same is not true of the adult. The teacher is a priori an authority figure who will gradually become differentiated, who reveals, behind the teacher role, the man, the representative of another culture, the friend, or the oppressor. Because his held is crucial to the success of the public servant-student's training within the Language Bureau, the student cannot be indifferent to him. It is not surprising, then, that during their time with the Language Bureau, a good number of students revise, for example, their concepts of the exercise of authority, on the one hand, and study the other culture through one of its representatives, on the other. It is in this sense that we describe the teacher as an "object of study".

b) Amount of work done

The students feel that they are working hard (see table 5.3.1-4-). 40% of them answer "very hard" to the question: "In the past three days, have you worked at learning the second language?" 30% answer "hard". 6% are working "extremely hard", this group alone representing as many as the combined number of those replying "little", "very little" or "extremely little".

TABLE 5.3.1-4-

Amount of work done

Q. In the past three days, have you worked at learning the second language?

A. Impossible to answer Extremely little Very little Little Hard Very hard Extrem. hard

	(0)	(1)	(2)	(3)	(4)	(5)	(6)
f	7	15	8	33	90	123	18
%	2.3	2.7	2.5	11.2	30.8	41.7	6.4

M = 4.36

σ = 1.28 N = 294

c) Satisfaction with the work done

The students are also highly satisfied with the work they are doing. This satisfaction ($M = 4.21$, table 5.3.1-5-) is directly related to the amount of work done ($M = 4.36$, table 5.3.1-4-). The gratification which the work provides thus cancels out the discomfort associated with it, and a balance is maintained. The work performed brings no superabundance of rewards, but, at the same time, the results are not discouraging in comparison to the effort expended: the student has the feeling of having done a good job through honest effort.

TABLE 5.3.1-5-

Satisfaction with the work done

Q. Are you satisfied with the work which you have done?

A. Impossible to answer Completely dissatisfied Very dissatisfied Dissatisfied Satisfied Very satisfied Completely satisfied

	(0)	(1)	(2)	(3)	(4)	(5)	(6)
f	11	4	9	47	105	108	15
%	3.7	1.3	3.0	15.7	35.1	36.1	5.0

M = 4.21

$\sigma = 0.97$ N = 299

(d) Satisfaction with the progress made

Without going into the actual content of the studies (vocabulary, grammar, pronunciation, etc), it is evident that the acquisition of these skills generates a high level of satisfaction ($M = 4.41$, table 5.3.1-6- on the following page) among the students. A few (8.1%) claim to be "completely satisfied" while one third of the students (33.7%) describe themselves as "very satisfied". More than 40% of the students are thus relatively content.

However, another large proportion (31.4%) of the students describe themselves as merely "satisfied", while a total of 10.7% of the students claim to be either "dissatisfied" (6.9%) or "very dissatisfied" (2.9%) or even "completely dissatisfied" (0.9%).

We should thus point out that, despite a high mathematical mean in terms of satisfaction, nearly one third of the students fail to receive enough satisfaction from their recent studies to provide an incentive for further learning.

TABLE 5.3.1-6-

Satisfaction with the progress made

Q. Would you say that you are generally satisfied or generally dissatisfied with your progress?

A. Impossible to answer Completely dissatisfied Very dissatisfied Dissatisfied Satisfied Very satisfied Completely satisfied

	(0)	(1)	(2)	(3)	(4)	(5)	(6)
f	8	3	10	24	109	117	28
%	2.3	0.9	2.9	6.9	31.4	33.7	8.1

M = 4.41

$\sigma = 0.96$ N = 299

Let us now examine the psycho-pedagogical conditions under which the student operates.

5.3.1.2 Conditions of study

(a) General feeling towards the course

Nearly 70% of the students' answers indicate that they have a fundamentally positive feeling towards the course (table 5.3.1-7-). In interviews, these students describe themselves as "satisfied", "interested", "confident", "motivated", "encouraged to work even harder", etc.

TABLE 5.3.1-7-

General feeling towards the course

Q. Looking back over the past three days, how do you feel about the course?

Answer classified*	No answer	Positive feelings	Ambivalent feelings	Negative feelings	Very Neg. feelings
	(0)	(1)	(2)	(3)	(4)
f	35	447	30	87	54
%	5.4	68.4	4.6	13.3	8.3
N = 653**					

* The feelings expressed have been analyzed and classified on the basis of the scale reproduced here.

** Since the scale of response represents a discontinuous measure, we are not including the mean and the standard deviation in this case.

Relatively few students report "negative" feelings. Only 13.3% of them describe themselves as "dissatisfied", "bored", "apprehensive", "unmotivated". Finally, a small - but not small enough - number of students (8.3%) feel discouraged or helpless in the face of subject matter with which they are fed up and disgusted, to the point of considering dropping the course.

Among the sources of satisfaction or positive general feeling towards the course, the most frequent are:

- the feeling of advancing, of making progress; this can relate either to the amount of material covered, a passing mark, or the awareness of a particular area of progress (e.g., more fluent use of the second language); similarly, lessons or topics which appear easy give rise to positive feelings;
- the teacher's instruction, the adequacy of the method which he uses, the variety which he introduces into the various activities, and his attitude (see f)) are all factors which contribute to satisfaction with the course; the activities of review or preparation for tests also help to create a positive feeling towards the course;
- the class group is another major source of satisfaction; if the atmosphere is good and the attitudes of the other students are positive, the students will appreciate his course more fully; finally, changes in the composition of the group as the result of a departure or the arrival of a new student are appreciated by the students, particularly when they help to ensure greater similarity of the aptitudes within the group;
- finally, personal determination and the benefit drawn from personal effort give the student a positive orientation towards the course as a whole.

When the general feeling experienced towards the course is negative, the reasons for this situation most frequently mentioned are:

- negative attitudes on the part of the teachers (see below, f)), their difficulty in adopting a satisfactory pace, or their inadequate teaching;
- differences in aptitudes among the students.

(b) Pedagogical activities

Frequency

Nearly half (46%) of the students find that their favourite pedagogical activities (drill, theatre, questions on pictures, film, songs, reading, shows, outings, etc.) are "offered" every day (table 5.3.1-8-). Another third (33%) have them several times a week. Only slightly more than 10% of the students complain of having their favourite activity no more than once a week or once a month, or even not at all. In short, conditions are favourable in this respect for the great majority of the students (80%).

TABLE 5.3.1-8-

Frequency of favourite pedagogical activities

Q. Are these (your favourite pedagogical activities) activities offered frequently within the course?

A. Impossible to answer	Never	Rarely	Once a month	Once a week	Several times a week	Every day
-------------------------------	-------	--------	-----------------	----------------	-------------------------	--------------

(0)	(1)	(2)	(3)	(4)	(5)	(6)
-----	-----	-----	-----	-----	-----	-----

f	19	4	20	6	12	98	136
%	6.4	1.4	6.8	2.0	4.1	33.2	46.1

M = 5.13

$\sigma = 1.22$

N = 295

(5) + (6) = 79.3%

Degree of satisfaction with the pedagogical activities and frequency

The very great majority (84%) of the students claim to be satisfied with the pedagogical activities, most of them describing themselves, in fact, as "very satisfied" (47.5%) and some 8.7% as "completely satisfied" (table 5.3.1-9- on the following page). Moreover, the majority (9.7%) of the dissatisfied students (14.1%) experience only slight dissatisfaction. The picture as a whole, then, is quite positive and represents a conditions favourable to study in terms of pedagogical activities.

(c) Favourite teaching methods

By teaching methods, we understand a more general structure than that of the pedagogical activities alone, encompassing modes of instruction as well. We are thinking here in terms of "audio-visual-type methods", methods "promoting individual or group work", methods "based on analysis or intuition", methods "with or without tutoring".

Table 5.3.1-10- on the following page reflects the level of student satisfaction in this area of teaching methods.

TABLE 5.3.1-10-

Satisfaction with pedagogical methods (quality and utilization)

Q. Would you say that you are satisfied or unsatisfied with this situation?

A. Impossible Completely Very Dissatisfied Satisfied Very Completely
to dissatisfied dissatisfied satisfied satisfied satisfied
answer

	(0)	(1)	(2)	(3)	(4)	(5)	(6)
f	0	14	19	24	111	108	23
%	0	4.7	6.4	8.0	37.1	36.1	7.7
M = 4.34	N = 299						
$\sigma = 1.00$	(4) + (5) + (6) = 80.9%				(5) + (6) = 43.8%		

An overwhelming majority (80.9%) of the students say that they are satisfied with the teaching methods; 43.8% in fact are completely satisfied in this respect. Unfortunately, nearly 20% are unhappy and dissatisfied with the methods used or with the mode of instruction adopted. In practice, this represents one (1) student in each class of five (5). We have no research data which would allow us to determine the critical value of this number, i.e. whether it is high or low, normal or not.

Faced with this percentage, administrators can simply ask 1) whether they have the time to identify "this" individual who, in "each" class of five, is dissatisfied with the method, and 2) whether it would be possible to regroup the students in such a way as to satisfy more of them. Still, we should not overlook the fact that the great majority of the students are satisfied with the situation: they appreciate the pedagogical methods and the use which is made of them.

(d) Initiatives in class

Nature of the initiatives

The initiatives most commonly taken are presented in table
5.3.1-11-.

TABLE 5.3.1-11-

Initiatives taken by the students

Initiatives	frequency mentioned	percentage (%) of answers
- work at home	110	24.9
- ask questions during class	71	16.0
- suggest an activity outside of school	31	7.0
- completely organize the afternoon periods	25	5.7
- suggest a topic for discussion	22	4.9
- suggest an interruption and change of activities	19	4.3
- miscellaneous others:	92	21.5
. engage in conversation in the second language with students, Francophones (in the case of Anglophones) and the teacher;		
. offer suggestions as to the organization of the work;		
. take notes in class;		
. etc.		

In addition, for slightly fewer than 15% of the students, it appears that the conditions under which the courses are given make it impossible to take any sort of initiative.

Satisfaction with the extent to which the situation permits initiative

Nearly half the students claim to be "very" or "completely satisfied" with the situation in terms of the initiative which it promotes (table 5.3.1-12-). Approximately one quarter state that they are "satisfied".

TABLE 5.3.1-12-

Satisfaction with the initiative which the course permits

Q. Are you satisfied with this situation?

A. Impossible Completely Very Dissatisfied Satisfied Very Completely
to dissatisfied dissatisfied satisfied satisfied satisfied
answer

	(0)	(1)	(2)	(3)	(4)	(5)	(6)
f	26	2	12	44	80	118	17
%	8.7	.7	4.0	14.7	26.8	39.5	5.7
M = 4.28							
S = 1.00 N = 299				(5) + (6) = 45.2			

The table reflecting this situation is less impressive in this case than with respect to the pedagogical activities and teaching methods, but it is still fairly positive, with those who are dissatisfied, nearly 20%, being for the most part (14.7%) only slightly so.

(e) Attachment of the student to his group

The proportion of choices and rejections expressed by the student with respect to the other students in the class and to his teachers represents a good indication of his attachment to his class group; moreover, the reasons for these selections and rejections illustrate the attachment of these individuals to their studies.

Proportion of choices and rejections

Most of the students questioned express explicit choices of more than 70% of their colleagues when they are asked who, of the members of their class, they would choose to keep in their group if they were offered the opportunity of forming a new group. Moreover, there is very little division among the students in this respect; the same percentage is chosen by nearly all of them. In addition, 80% of the students would include their teachers in this new group if the choice were theirs.

With respect to the explicit rejections, the answers indicate that the students would exclude slightly more than 20% of their colleagues if they were offered the choice of forming a new group; this percentage, moreover, is common to the great majority of the students. Approximately 5% of the students would explicitly exclude their teachers from the new group which they would form if the opportunity were offered them. In addition, the comments of approximately 10% of the students implicitly suggest such an exclusion.

Reasons for choices and rejections

Among the reasons for the explicit choices of colleagues, those most frequently given are the following (in order of frequency):

- we help each other learn, we learn from one another; they are tolerant, they correct my mistakes without laughing at me; they encourage me to learn through the questions they ask or the conversations we have together in the second language;
- we have the same attitude towards learning the language, the same motivation to learn;
- I get along well with them, it's comfortable, our personalities are compatible, we have the same interests;
- we are at the same level of proficiency, we have the same rate of learning.

Less frequently (in fewer than 10% of the cases), students say that they would choose certain colleagues because they are in the same level of classification, they are the same age or they have the same level of education.

In the case of the teacher, it is his competence which is most important to the students, followed very closely by his attitude of understanding or patience. His ability to appear interested and interesting is also given by the students as a reason for his inclusion in the group.

On the whole, it must be emphasized, students choose those individuals who have a positive influence (direct or indirect) on their studies.

With respect to the explicit rejections of their colleagues or teachers, we find the same underlying dynamics. In fact, the reasons most frequently given for rejecting colleagues are, in order:

- he prevents the group from moving at its own speed (by being too slow or too fast), he distracts the group, he is not motivated to learn;
- our interests are different; he has an unpleasant personality, he has personality conflicts with other students; they are narrow-minded, intolerant.

Less frequently (in fewer than 10% of the cases), the students base their rejection on differences in levels of education, classification or age.

When teachers are rejected, it is for the following reasons (in order of frequency):

- because he is incompetent (teaches poorly, is confused, poorly prepared, spends too much time on those who are very bright or very slow and does not adapt to the average pace of the class);
- because he has an unpleasant attitude (too distant, treats us like children, can't communicate with the students);
- because he is not interested.

Most students, then, reject those individuals who have a negative influence on their studies. This influence may be direct (a colleague who is too slow, a teacher who is incompetent) or indirect (unpleasant personality).

In conclusion, it appears that the students' attachment to their class group is fairly high. It is not always easy for a student to get along day after day with someone he would prefer to exclude from his group (and this is the case with 2 out of every 10 students); on the other

hand, we see that 7 out of 10 students explicitly choose their colleagues, a factor which certainly constitutes a considerable source of integration. Since it appears, moreover, that it is in connection with the learning process that this integration occurs, we can say that, in terms of attachment to the class group, the students enjoy favourable learning conditions.

At this point, we should list the reasons which would influence the student to remain with his own group or else to change groups. These reasons overlap those underlying the choices and rejections.

The following would influence the student to remain with his own group (in order of frequency mentioned):

- the general atmosphere of the group (the emotional support which it offers, the feeling of working as a group, the closeness among the students, openness);
- the need for stability, the fear of having to adjust to a new group, habit, the fear of finding oneself in a situation worse than the present situation.

The following reasons, on the other hand, would encourage the student to change groups:

- the hope of finding a better atmosphere (more compatible personalities, fewer interpersonal conflicts, more personal relationships);
- the appeal of a more homogeneous group, one better adapted to the student's pace (slower or faster) or one offering an opportunity to "test" oneself, by comparison with new people;
- dissatisfaction with the teacher.

(f) The teacher

As we have seen, the students are generally satisfied with their teachers. At this point, then, we simply want to summarize those characteristics which the students like or dislike about their teachers, as the case may be.

What the students like about their present teachers

The students seem to appreciate attitudes in their teachers which create a friendly, relaxed, cheerful atmosphere:

- informal, relaxed attitude,
- cheerful disposition, open to free expression
- sense of humour.

They like the teacher to direct their studies in a positive manner:

- courtesy ("doesn't treat the students like idiots when they make mistakes")
- sensitive to the student's difficulties, encouraging
- determined to respond to our desire to learn
- motivated, interested in working.

In terms of teaching techniques, the students note that the teacher:

- offers a wide and varied choice of activities;
- is flexible in his use of the method and can adapt his approach to the needs of the students;
- uses drill well;
- provides good demonstrations with the materials available, gives clear explanations, takes the time to do so;

- handles feedback well in correcting mistakes.

What the students dislike about their present teachers

In terms of the teachers' attitudes, the students dislike, in particular, the tendency to criticize:

- failure to understand the psychology of positive reinforcement
- non-constructive criticism after the examination
- impatience
- greater severity with slow students
- non-constructive criticism before the examination, intimidation.

They also dislike a lack of sensitivity to the problems of the students:

- insensitivity to our nervousness
- insensitivity to our learning rate
- insensitivity to the problem of adult education and the students' limitations.

The students are sensitive to a fair distribution of the teacher's attention:

- "the teacher chooses his activities for the benefit of one student and ignores the rest"
- "the teacher is always busy with someone else".

Finally, the students dislike lack of motivation in a teacher, his inability to keep the class interested, his possible intolerance towards a student he is unable to control, and his "weak personality".

(g) Other favourable and unfavourable elements of the learning situation

A number of elements in addition to those described above also contribute to the creation of favourable or unfavourable learning conditions.

When the students are asked what factors are currently assisting them most in their studies, they indicate, in addition to the elements mentioned above, three (3) primary elements:

- free conversations,
- the variety of activities,
- activities outside the classroom (excursions, movies, dinners, visits to Quebec, etc.).

The students' attitude towards their own studies constitutes another element fairly frequently cited as facilitating the learning process. The students say that they are assisted by their own desire to learn, their participation, and their attention in class. Some of them have also succeeded in "helping themselves" by reducing their objectives to realistic proportions, and assigning themselves an attainable goal, thus reducing the pressure on themselves.

As regards factors currently impeding their studies, the students identify the following elements mentioned in order of frequency:

- the teaching rhythm
- the weather (the interviews took place during the summer of 1975)
- illness
- the physical environment (noisy, stuffy rooms, depressing building, dirt, inadequate toilet facilities, etc.)
- administrative restrictions (group size, lack of materials, schedules, etc.)

- family situation
- the student's personal attitude ("I'm having a bad day" or "I am determined not to understand, not to pass")
- vacation
- differences in the students' aptitude levels
- lack of variety in the activities, routine
- tests
- changes of teacher
- changes of students.

With respect to the tests, various forms of criticism are expressed:

- the test itself affects the perspective within which learning occurs
- the test measures something other than progress in the second language, it is not always valid
- the teachers are too rigid in their corrections
- the testing conditions are unacceptable (noisy labs, defective tapes, etc.)
- the results are often discouraging.

(h) Components of the situation which appear to be interrelated

We have correlated various psycho-social components of the learning situation in order to identify those which were interrelated⁸⁰. To do this, we have selected the various facets of student satisfaction, together with the variables "amount of work done" and "% of choices", "% of rejections".

⁸⁰ Pearson "r" correlation. See "Manual SPSS" for the description and programming of this statistic.

Table 5.3.1-13- on the following page presents the matrix of intercorrelations among these variables; those correlations significant at the .01 level are indicated by an asterisk⁸¹.

⁸¹ See Appendix 2, section 2.2.1, for detailed results.

TABLE 5.3.1-13-

Intercorrelations of the psycho-social
components of the learning situation

Components	1	2	3	4	5	6	7	8	9	10
1. general feeling		.49*	.37*	.44*	.16*	.23*	.33*	.08*	-.17*	.14
2. satisfaction with skills			.50*	.60*	.13*	.38*	.49*	.14	-.13	.17*
3. satisfaction/educ. activities				.56*	.08	.25*	.37*	.16	-.08	.15
4. satisfaction/teaching methods					.17*	.38*	.46*	.06	-.10	.09
5. amount of work done						.34*	.14*	.00	-.00	.00
6. satisfaction/work done							.34*	-.01	-.03	.00
7. satisf./initiatives allowed								.08	-.10	.11
8. % of choices									-.34*	.88*
9. % of rejections										-.74*
10. % of choices - % of rejections										

*P>.01

The preceding table shows clearly that all the forms of satisfaction correlate highly with one another. The highest correlations (.35 and over) observed are, however, the following:

- general feeling towards the course is related
 - . to satisfaction with the skills acquired
 - . to satisfaction with the teaching methods
 - . to satisfaction with the pedagogical activities
- satisfaction with the skills acquired is related
 - . to satisfaction with the pedagogical activities
 - . to satisfaction with the teaching methods
 - . to satisfaction with the work done
 - . to satisfaction with the initiatives allowed in class
- satisfaction with the educational activities is related
 - . to satisfaction with the teaching methods
 - . to satisfaction with the initiatives allowed
- satisfaction with the teaching methods is related
 - . to satisfaction with the work done
 - . to satisfaction with the initiatives allowed.

5.3.1.3 Variation of results in relation to the general teaching method, learning level, and length of studies with the Language Bureau

It may be assumed that certain aspects of the learning situation can be affected by the method used to teach the student, or that these aspects vary with the level or stage of the student's training.

The following results reflect the variations observed in certain aspects of the learning situation with respect to the above parameters. Table 5.3.1-14- on the following pages shows all the significant variations observed⁸².

⁸² For those aspects of the situation which lend themselves to quantitative analysis, analyses of variance have been performed to determine the significant variations ($P > .01$ or $.05$).

TABLE 5.3.1-14-

Variation of results in relation to method used,
level of learning, and length of studies

Factor of variation 1: Method

Aspect of the learning situation	Identification	N	M	standard deviation	quotient F
1. Amount of work done	Dia. Can. (DC)	165	4.31	1.37	0.62
	Fr. cour. (FC)	12	4.75	1.28	
	Tr. A. (TA)	27	4.51	.84	
	English (EN)	31	4.25	1.18	
2. Satisfaction with work done	DC	165	4.18	.94	3.63*
	FC	12	4.08	1.50	
	TA	27	3.74	1.02	
	EN	29	4.62	1.04	
3. Satisfaction with skills acquired	DC	167	4.29	1.02	3.20*
	FC	12	4.58	1.16	
	TA	25	4.12	.72	
	EN	31	4.80	.70	
4. General feeling towards course	DC	163	1.73	1.06	6.24**
	FC	12	2.33	1.15	
	TA	28	1.75	1.07	
	EN	31	1.03	.18	
5. Satisfaction with pedagogical activities	DC	166	4.35	1.09	2.03
	FC	12	4.16	.83	
	TA	28	4.28	.93	
	EN	31	4.80	.74	
6. Satisfaction with teaching methods	DC	163	4.27	1.11	2.48
	FC	12	4.25	1.13	
	TA	27	3.96	.70	
	EN	30	4.70	.75	
7. Satisfaction with initiatives allowed	DC	153	4.27	1.04	1.81
	FC	11	4.72	.90	
	TA	23	4.00	1.00	
	EN	30	4.50	.68	

*P > .05

**P > .01

TABLE 5.3.1-14- (Cont'd)

Variation of results in relation to method used,
level of learning, and length of studies

Factor of variation 1: Method

Aspect of the learning situation	Identification	N	M	standard deviation	quotient F
8. Percentage of choices expressed	DC	142	.64	.34	3.34*
	FC	12	.75	.15	
	TA	28	.73	.29	
	EN	31	.83	.27	
9. Percentage of rejections expressed	DC	108	.26	.24	2.23
	FC	11	.27	.13	
	TA	21	.12	.18	
	EN	14	.23	.24	

TABLE 5.3.1-14- (Cont'd)

Variation of results in relation to method used,
level of learning, and length of studies

Factor of variation 2: Levels

Aspect of the learning situation	Identification	N	M	standard deviation	quotient F
1. Amount of work done	1	170	4.41	1.25	1.53
	2	65	4.18	1.37	
2. Satisfaction with work done	1	168	4.10	.99	3.51
	2	65	4.38	1.05	
3. Satisfaction with skills acquired	1	170	4.40	.93	1.16
	2	65	4.24	1.09	
4. General feeling towards course	1	169	1.66	1.02	.08
	2	65	1.70	1.05	
5. Satisfaction with pedagogical activities	1	172	4.41	.99	.28
	2	65	4.33	1.13	
6. Satisfaction with teaching methods	1	169	4.36	1.00	2.64
	2	63	4.11	1.13	
7. Satisfaction with initiatives permitted	1	158	4.30	1.00	.01
	2	59	4.28	1.00	
8. Percentage of choices expressed	1	154	.70	.29	.25
	2	59	.67	.38	
9. Percentage of rejections expressed	1	125	.21	.20	10.63**
	2	29	.36	.28	

** P > .01

TABLE 5.3.1-14- (cont'd)

Variation of results in relation to method used,
level of learning, and length of studies

Factor of variation 3: Length of studies

Aspect of the learning situation	Identification	N	M	standard deviation	quotient F
1. Amount of work done	New (N)	53	4.41	1.25	.53
	Old (O)	235	4.35	1.29	
2. Satisfaction with work done	N	55	4.32	.77	.94
	O	233	4.18	1.01	
3. Satisfaction with skills acquired	N	56	4.64	.88	3.98*
	O	235	4.35	.97	
4. General feeling towards course	N	54	1.33	.80	5.17**
	O	234	1.67	1.03	
5. Satisfaction with pedagogical activities	N	56	4.71	.78	4.64*
	O	237	4.39	1.03	
6. Satisfaction with teaching methods	N	53	4.56	.74	3.23
	O	232	4.29	1.04	
7. Satisfaction with initiatives allowed	N	56	4.23	1.02	.20
	O	217	4.30	.99	
8. Percentage of choices expressed	N	54	.85	.20	11.60**
	O	213	.69	.32	
9. Percentage of rejections expressed	N	52	.14	.21	7.52**
	O	154	.24	.23	

*P > .05

**P > .01

Table 5.1.3-14- shows only ten (10) statistically significant differences of a possible total of thirty-six (36). We shall describe them in terms of our factors of variation.

(a) Variations related to the methods

Four (4) aspects of the learning situation appear to be influenced by the general method used to teach the student. It appears that the differences observed are always of the same nature. Those students learning under the method used for teaching English by the Language Bureau are more satisfied with the work done and the skills acquired than those learning under any other method; their general feeling towards their course is more positive and they express more explicit choices of their colleagues than do the others.

It should be noted that the amount of work done is not perceived as different under any one method or another.

(b) Variations related to the level of learning

The students of level 2 (i.e. those more advanced in the second language) express more explicit rejections of certain colleagues than do those of level 1. This result is surprising at first glance; there does not appear to be any a priori relationship between the level of learning and the number of rejections expressed. On second thought, however, this result suggests that the more advanced students, who, on the one hand, have clearer and better defined study aims, to which they are more fully committed, and who, on the other, differ more in terms of level of development, learning rate and favourite teaching method, would be in a better position than students of level 1 to recognize unfavourable learning conditions, to identify them and to express them. This is, in fact, what happens in the specific case of identifying colleagues with whom they would prefer not to continue studying.

(c) Variations related to the length of studies

A comparison of the answers given by the "new" and the "old" students (control group and experimental group) reveals significant differences in five (5) different areas.

The new students are more satisfied with the skills acquired and more satisfied with the pedagogical activities than are the "old" students. They express more positive choices and fewer rejections than do the older students. Finally, their general feeling towards the course is more positive than that of the older students.

These results speak for themselves. They indicate greater general satisfaction and greater harmony within the groups of beginners than within the groups of older students.

Here too, with respect to the choices and rejections, we could defend the hypothesis that we formulated as to the differences observed in terms of the level of learning: the more advanced the students, the clearer and more numerous become the choices and rejections arising from their differentiation as students become. This means that we need not necessarily consider the greater number of choices and smaller number of rejections observed among the new students as evidence of a more satisfactory situation.

5.3.1.4 Variation of results in relation to the role within the class:
teacher and student

Perceptions of the class situation can vary depending on the role which the respondent plays in this situation. Table 5.1.3-15- shows the differences in the perceptions of the components of the class situation on the basis of the role played by the individual, i.e.: the role of student and the role of teacher.

TABLE 5.3.1-15-

Variation of results in relation to the role within the class

Aspect of the learning situation	Role	N	M	standard deviation	quotient F
1. Amount of work done	Student (1)	288	4.36	1.28	2.53
	Teacher (2)	46	4.67	.70	
2. Satisfaction with work done	1	288	4.21	.97	4.68*
	2	46	4.54	.88	
3. Satisfaction with skills acquired	1	291	4.41	.96	13.85**
	2	46	4.97	.90	
4. General feeling towards course	1	288	1.61	1.00	1.12
	2	45	1.44	.81	
5. Satisfaction with pedagogical activities	1	293	4.45	.99	22.86**
	2	48	5.18	.86	
6. Satisfaction with teaching methods	1	285	4.34	1.00	15.74**
	2	45	4.97	.96	
7. Satisfaction with initiatives allowed	1	273	4.28	1.00	6.26*
	2	47	4.68	.98	
8. Percentage of choices expressed	1	267	.72	.31	3.82
	2	43	.82	.22	
9. Percentage of rejections expressed	1	206	.22	.23	.43
	2	25	.18	.07	

*P > .05

**P > .01

There are five (5) aspects in relation to which the teachers' results differ from those of the students. These are:

- satisfaction with the work done by the students
- satisfaction with the skills acquired by the students
- satisfaction with the pedagogical activities
- satisfaction with the teaching methods
- student satisfaction with the courses in terms of the initiative which they allow.

In the course of our interviews, the teachers were asked whether they were satisfied with each of the above areas, with the exception of the initiative allowed by the learning situation, in which case they were asked whether the students were satisfied with the situation. In each case, the teachers show more satisfaction than the students. They rate the pedagogical activities and teaching methods more highly than do the students. They are more satisfied than the students with the work accomplished by the students and the skills which they have acquired. Finally, they overestimate the students' degree of satisfaction with the initiative permitted by the conditions under which the courses are given.

5.3.2 How do the results of this qualitative study compare with those from the questionnaires on the perceptions of the students and teachers?

A comparison of the results from scales G and P and those from the LTP class evolution analysis reveals the following similarities:

- the students and teachers, both English-speaking and French-speaking, identify the differences within the classes and student attitudes and motivations as being the two principal sources of difficulties in class; the data from the LTP class evolution analysis corroborate these results;
- the students, in the open questions of scale G, rate teacher attitudes and motivation as the third most important source of difficulties in class; the results from the analysis of evolution tend to support this suggestion;
- the teachers tend to express a more positive view of the psycho-pedagogical context than do the students; this is also evident in the LTP class evolution analysis, in which we note a significantly more positive perception of various aspects of the pedagogical context among the teachers than among the students.

However, some differences emerge from our comparison of the results obtained on scales G and P with those observed in the LTP class evolution analysis:

- the students' perceptions of the psycho-pedagogical context are relatively lukewarm in scale G and relatively positive in the LTP class evolution analysis;
- the students express satisfaction with the teaching methods used in the evolution analysis, and a somewhat positive perception of these methods in scale G;
- the students claim to be satisfied with the work they are doing in the analysis of evolution; in scale G, the French-speaking students claim to be moderately satisfied while the English-speaking students are somewhat satisfied;

- the students do not perceive the cohesion of their group as very strong in questionnaire G, they express a good percentage of mutual choices in the LTP class evolution analysis.

We thus observe some agreement between our two sources of data, particularly with respect to the identification of the sources of difficulties in class. However, some data differ from the one survey to the other. One of the reasons for this difference lies in the nature of the tools of data collection: one (scale G) is a scale of measurement with a standard scale of response, the other (the analysis of evolution) moves from the qualitative to the quantitative. Another source of variation lies in the fact that the analysis of evolution collected statements on the degree of satisfaction directly, while in the case of a majority of the components of the psycho-pedagogical context, the statements were based on perceptions and it was only through interpretation that we were able to speak of satisfaction. Finally, G and P were more anonymous than the interviews for the analysis of evolution, with the result that the public servant could always fall victim to a certain halo effect encouraging slight generalizations or the use of a scapegoat technique ("the students don't really want to learn", "we don't really work as a team", etc.); in the interviews, on the other hand, the questions dealt with the "activity you had this morning" and the choices involved "Peter, Jim, Eileen, etc.", with the result that this type of generalization is more difficult. The answers tend instead to refer to certain very specific experiences, thus allowing less opportunity to express a more general dissatisfaction.

The two instruments are complementary in terms of methodology: the one allows us to collect a large number of standard data on a large number of points, while the other allows us to record nuances.

SUMMARY OF SECTION 5.3

The data from the LTP class evolution analysis which we have performed reflect on the whole a relatively high level of satisfaction among the students as to the various aspects of the learning situation included in our inventory.

The principal factors which the student mentions spontaneously when questioned about what attracts his attention from day to day are 1) the skills which he has acquired and the progress which he is making in learning French, 2) the teacher as a person and 3) the pedagogical activities. These observations appear to indicate that the public servant-student is highly preoccupied with his progress and that he is in the position of relearning his role as a student.

In terms of the amount of work done, the student has the impression of working hard or even very hard. He is not complaining, however, but appears to be happy with the work which he is doing as a result of this effort, and with the linguistic skills which he is thus acquiring.

The working conditions under which he pursues his studies are generally perceived as positive. His general feeling towards the course is positive: he feels generally interested, confident, encouraged to continue; this feeling is based primarily on the impression that he is making progress, and on the teacher's instruction, which he finds generally satisfactory. In the case of less positive general feelings towards the course, it is primarily the teacher's negative attitude and his poor teaching which are responsible, together with the differences in aptitudes among the students.

The pedagogical activities and teaching methods are also satisfactory for the great majority of the students, although 20% of them remain dissatisfied. While we do not know whether this is a normal figure, the fact remains that in each class of five students, there is one who is not comfortable with the method.

The initiatives taken by the students in class appear relatively limited on the whole (asking questions, suggesting an activity outside the classroom) although on occasion some students are able to organize the afternoon periods entirely, for example. The majority of the students are satisfied with this situation, but 25% are not. We can readily imagine that the expectations and preferences in this area are extremely varied and that attempts to form classes which are homogeneous in this respect are not always practical.

As regards the integration of the members of the class, it appears that the students would spontaneously choose a proportion of 70% of their colleagues if they were given the opportunity to form new groups. At the same time, they would exclude slightly more than 20% of their colleagues from these "free" groups. This percentage, while small in itself, represents in fact one student in each class of five. The reasons given for the rejections have to do with differences in

working speed, student motivation or attitudes and, lastly, personality differences. Those chosen for inclusion are selected on the basis of the mutual support which they offer in the learning process, similarities of attitude, feelings of sympathy. Teachers are chosen for their competence and understanding, or rejected for their incompetence and unpleasant attitude (too distant, treating students like children).

Analysis of our results has indicated that the perceptions of the learning situation are influenced by the method used. Those French-speaking students learning English by an "undefined" method appear to be more satisfied with the work which they are doing and the language skills which they are acquiring; their general feeling towards the course is more positive and they would choose a larger number of their colleagues if they were given the opportunity to form their own group.

At the same time, the more advanced language students reject a larger number of their colleagues, probably for the very reason that their higher level makes them more aware of those with whom they do or do not want to work.

Too, students who have been in an LTP for only a short time, less than three weeks, are more satisfied than "older" students with their progress and with the educational activities, and show, on the whole, a more positive general feeling towards the course than do the "older" students.

Finally, it appears that the teachers tend to rate the pedagogical activities, teaching methods, student work and progress more highly than do the students. Similarly, they overestimate the students' degree of satisfaction with the initiative allowed them by the conditions under which the courses are given.

A comparison of the results of this qualitative analysis with those collected by means of questionnaires G and P has revealed a number of similarities and differences.

5.4 WHAT SUGGESTIONS DO THE ENGLISH-SPEAKING AND FRENCH-SPEAKING
PUBLIC SERVANTS AND TEACHERS HAVE TO OFFER WITH RESPECT TO
THE CANADIAN GOVERNMENT'S LTPs?

The questionnaires on the teaching situation have shown us the perceptions of the public servant-students and their teachers on the pedagogical context within which the LTPs operate. The questions dealing with SUGGESTIONS bring us now to those changes which might improve student participation and achievement. These results do not indicate the objective importance of the changes to be made, but emphasize the priority needs of the students and teachers as they see them⁸³. Since the student's perceptions and reactions can affect the nature of his participation and his degree of motivation, we feel that these answers offer some important elements. The teachers' suggestions indicate changes which could improve their involvement with the teaching process and, by comparison with those offered by the students, allow us a fuller and more balanced view of the new directions which the program might take.

5.4.1 Brief review of methodology

5.4.1.1 Instrument

The public servants' suggestions were collected by means of questions included in scale G: Student questionnaire on the learning environment; the teachers' suggestions, through scale P: Teacher's questionnaire on the learning environment. The public servants were contacted during their involvement in the LTPs. The conditions under which the survey was performed are described in the chapter on methodology.

⁸³ It is extremely IMPORTANT to bear in mind here again that the SUGGESTIONS reported are those of the people interviewed and not those of the authors of this report.

5.4.1.2 Sample

The questions on suggestions were directed to all subjects of the "DURING" sample. The proposed modifications thus come from four distinct groups:

. French course:

- . 709 English-speaking students
- . 209 French-speaking teachers

. English course:

- . 111 French-speaking students
- . 30 English-speaking teachers

5.4.1.3 Content of questions

The questions were the following:

"What do you think are the three main changes which ought to be made with regard to the students (previous preparation, group composition, etc.) in order to lower the number of failures and dropping out among the English-speaking people in the language training programs? (Please write the most important change first)."

"What do you think are the three main changes that ought to be made with regard to the teachers (teaching methods, etc.) in order to lower the number of failures or dropping out among the English-speaking students in the language training program? (Please write the most important change first)."

The French-speaking students and the English-speaking teachers, of course, answered in terms of the French-speaking students.

Correction

This involved content analysis by means of a system of codification involving the following themes:

- . socio-pedagogical aspects:
 - . teachers
 - . senior teachers
 - . students
 - . group composition
 - . teaching
 - . evaluation
 - . teaching environment
- . organizational and socio-political aspects:
 - . Language Bureau
 - . department

5.4.2 Description of data and suggestions for the FRENCH course

5.4.2.1 Rate of response

Table 5.4-1- indicates the number of subjects who completed questionnaire G or P and the proportion of suggestions received.

TABLE 5.4-1-

Rate of response: French courses

	Subjects questionned	Suggestions							
		1st choice		2d choice		3d choice		Total	
		F	%	F	%	F	%	F	%
English-speaking students	709	1332	93.9	978	69	692	48.8	3002	70.6
French-speaking teachers	209	413	98.8	286	68.4	199	47.6	898	71.6

In view of the fact that the suggestions given in response to the two questions overlapped a great deal and that they could involve other aspects not covered by the questionnaire, the answers were compiled together. The percentages were calculated on the basis of the total possible number of answers, i.e.: two answers for the most important change, two answers for the second choice, two for the third choice, or six answers in all for each individual.

On the whole, the teachers and students suggest the same proportion of changes. The number of suggestions diminishes from the first to the second choice and from the second to the third.

5.4.2.2 Response categories

- . Socio-pedagogical aspects:

- . teachers:

- . competence
 - . attitudes
 - . selection
 - . training
 - . course preparation
 - . teacher/student relations
 - . teacher/teacher relations
 - . teacher/group relations
 - . organization

- . senior teachers:

- . adviser/student relations
 - . adviser/teacher relations
 - . bilingualism of the advisers
 - . frequency of consultations

- . students:
 - . motivation and interest
 - . attitudes
 - . selection
 - . orientation
 - . preparation
- . group composition:
 - . similarity
 - . number of students
- . teaching:
 - . content
 - . form
 - . structure
- . evaluation:
 - . tests
 - . teachers
 - . preparation
- . teaching environment:
 - . materials and equipment
 - . physical characteristics

Organizational and socio-political aspects

- . administration of the Language Bureau
- . organization within the Department
- . Official Languages Act and language requirements of positions.

- . No change:
 - . expression of satisfaction
- . Other:
 - . answers resisting categorization

For a definition of these categories and a list of the sub-categories included within each one, see Appendix 2, section 2.4.2.

5.4.2.3 Suggestions offered by English-speaking public servants and French-speaking teachers

(a) English-speaking students

Table 5.4-2- presents a synthesis of the most frequent suggestions. Since the results for each of the choices show substantially the same order of priority as the added answers, we include here only frequencies and overall percentages. It is the latter results which will indicate the order of importance of the changes to be effected, as perceived by the subjects. The percentages indicate the proportion of answers for a given aspect, in relation to the full list of suggestions offered by this group. The subtotals and totals represent the total number of answers for each aspect and not merely the number of the most frequent suggestions. For a list of all the suggestions in each sub-category, see Appendix 2, section 2.4.2.

TABLE 5.4-2-
Most frequent suggestions
English-speaking students

	F	%
1. <u>Teaching</u>		
form:		
greater choice of methods	104	
more flexibility	79	
more conversation	<u>78</u>	
Subtotal	456	
structure:		
extracurricular activities	69	
possibility of individual instruction	39	
classes for those with problems	<u>30</u>	
Subtotal	255	
content:		
more variety	22	
more instruction in the French culture	<u>22</u>	
Subtotal	64	
TOTAL	<u>775</u>	<u>25.8</u>
2. <u>Teachers</u>		
attitudes:		
in general	87	
more support	53	
more patience	<u>41</u>	
Subtotal	233	

TABLE 5.4-2- (continued)

Most frequent suggestions

English-speaking students

	F	%
competence:		
competence	95	
better training	62	
stricter selection	40	
Subtotal	197	
TOTAL	600	20
3. <u>Group composition:</u>		
greater similarity:		
learning level	77	
age	39	
aptitude	36	
Subtotal	346	
smaller group:	Subtotal	123
TOTAL	469	15.3
<u>Students:</u>		
selection:		
improvement of the system	61	
on the basis of aptitudes	38	
on the basis of motivation and interest	34	
Subtotal	170	

TABLE 5.4-2- (continued)

Most frequent suggestions

English-speaking students

	F	%
better preparation:		
more information	74	
psychological preparation	44	
Subtotal	142	
TOTAL	378	12.6
5. <u>Organizational and socio-political aspects:</u>		
department:		
no compulsory training	36	
better designation of positions	35	
reduce pressure	27	
Subtotal	164	
Language Bureau:		
allow students to change classes	41	
better administration	24	
Subtotal	86	
TOTAL	250	8.3

Teaching

The English-speaking students suggest primarily changes having to do with the teaching. They are particularly critical of the form. Primarily, they would like the teachers and students to be able to choose the method or methods best suited to the needs of the individuals or groups. Similarly, they want greater flexibility: with the teacher not strictly required to use the same method throughout the course, but allowed to display some flexibility and creativity in adjusting to the specific needs of his group of students. The public servants feel too that greater emphasis should be placed on teaching the spoken language, with more time allotted to conversation.

With respect to structure, they would like to see more extra-curricular activities organized: movies, theatre, visits to the Province of Quebec or elsewhere, meetings with French-speaking public servants, etc., in order to have more contact with spoken French. A smaller number of public servants would like to have the opportunity for individual instruction, either occasionally or full-time, as required. Some subjects ask that students with serious learning disabilities or hearing problems, etc., receive special attention and have appropriate equipment made available to them through the establishment of special classes.

Answers dealing with course content are less frequent. Students ask that monotony and excessive reliance on drill be avoided by offering the students educational material related to current events or to the interests of particular groups. Some public servants also feel that more emphasis should be placed on teaching French culture.

Teachers

The rate of response is almost as high with respect to changes involving the teachers. The students complain particularly about their attitudes. First, they would like to see greater motivation, accessibility,

and creativity among the teachers. Secondly, they would like to receive more support, understanding and encouragement in connection with the problems of the learning process. Basically, the students want something more than just pedagogical content. Lastly, they wish that the teachers would be more patient; that they would not show open irritation or impatience with the slower students or those with problems, impatience being identified by these students as a factor which further heightens existing tensions and interferes with the learning process.

Almost as many students request greater competence. They would like the teachers to be specialists in teaching French, i.e. fully competent in both oral and written French. Some public servants suggest that the teachers should receive more adequate training in the following areas: adult education, learning disabilities in general, human relations, audio-visual techniques. Similarly, they ask that the teachers be subject to a stricter process of selection, based more on competence and professional experience.

Group composition

Suggestions with respect to group composition are somewhat less numerous. The most frequent request is for greater similarity within the student groups. The public servants feel that they would learn more easily if students having the same characteristics were grouped together. They believe that the most important characteristic is the learning level; in particular, they ask that students having no basic concepts of French be grouped together. The other two characteristics which are of some importance in terms of group similarity are: age and ability to learn a second language (e.g.: very gifted, average ability, below average ability). The students also ask that the groups be smaller; they would prefer classes of four to six students at the most.

Students

Suggestions having to do with the students are still less frequent. They fall into two categories: selection and preparation. With respect to selection, a number of public servants ask that the entire system be improved, without specifying how this is to be accomplished. The other subjects suggest that the selection process be more severe with respect to the aptitudes of the future students; they feel that there should be some way to eliminate those who are incapable of learning a second language. Others, finally, ask that one of the selection criteria be the degree of motivation; in their opinion, it should be possible to measure motivation in order to eliminate those who lack interest in learning French.

With respect to preparation, the subjects feel, primarily, that the future student should receive more information before beginning the course. This information should deal with the policy of bilingualism, the teaching methods, and the pedagogical materials available at the school, the rules in effect within the Language Bureau, and French culture. They feel too that the students should receive better psychological preparation; that an effort should be made to sensitize and condition them, in order to raise their level of motivation.

Organizational and socio-political aspects

Lastly, a smaller number of suggestions have to do with the organization of the Language Bureau and the Department, and with the Official Languages Act. The largest number of answers concerns the Act and its application. Students ask that no public servant be required to learn the second language and that more realistic criteria be established to determine the language requirements of the positions. The public servants want their superiors to stop applying pressure, whether for their subordinates to register at once for the course, or come back to work as soon as possible, or assist with the work of their department during the program.

The other answers concern the Language Bureau. The students would like the system to allow any public servant who is dissatisfied with his class, whether because of the method, or because of personality conflicts, to join another group. They would also like to see better administration: a less sluggish, less bureaucratic, more efficient system; more competent staff; and no favoritism in hiring teachers.

The other suggestions are distributed as follows:

Evaluation: 4.1%

The most frequent request is that the tests be modified so that their content and form correspond more closely with the subject matter covered and the method used.

Teaching environment: 4.9%

The students feel that the quality of the teaching facilities and equipment could be improved, especially that of the tapes used in the laboratories for testing purposes.

No change: 4.8%

Senior teachers: 2.6%

The students ask that teaching assistance be more freely available and contacts with the senior teachers more frequent.

Other: 1.2%

(b) French-speaking teachers

Table 5.4-3- presents a synthesis of the most frequent suggestions. The percentages indicate the proportion of answers, for a given aspect,

in relation to the full list of suggestions offered by this group. The subtotals and totals represent the total number of answers for each aspect and not merely the total of the most frequent suggestions.

For a list of all the suggestions in each sub-category, see Appendix 2, section 2.4.2. As in the case of the students, the percentages reflect all three choices.

TABLE 5.4-3-

Most frequent suggestions

French-speaking teachers

	F	%
1. <u>Teachers:</u>		
competence:		
better training	74	
stricter selection	27	
competence	21	
Subtotal	122	
attitudes:		
in general	26	
more patience	7	
more support	7	
Subtotal	46	
TOTAL	207	23
2. <u>Teaching:</u>		
form:		
more flexibility	36	
greater choice of methods	18	
more conversation	11	
more participation	10	
more individual work	10	
Subtotal	105	

TABLE 5.4-3- (cont'd)
Most frequent suggestions
French-speaking teachers

	F	%
structure:		
extracurricular activities	23	
total immersion	16	
possibility of individual instruction	11	
Subtotal	71	
TOTAL	197	21.9
3. <u>Students:</u>		
selection on the basis of:		
aptitudes	38	
age	18	
motivation and interest	16	
Subtotal	92	
better preparation:		
more information	20	
psychological preparation	14	
Subtotal	39	
TOTAL	179	19.9

TABLE 5.4-3- (cont'd)

Most frequent suggestions

French-speaking teachers

	F	%
4. <u>Group composition:</u>		
greater similarity:		
aptitudes	13	
learning level	12	
age	11	
professional status	11	
Subtotal	112	
smaller group		
Subtotal	26	
TOTAL	138	15.4

Teachers

The French-speaking teachers offer suggestions for changes primarily affecting themselves. They ask, first, for more competent colleagues or for means of improving their own competence. Primarily, they would like to receive more adequate training in: adult education, learning disabilities, human relations and audio-visual techniques. A smaller number of suggestions indicates that the selection process should be stricter and require more experience and specialization in the teaching of French. A smaller group feels that there could be some improvement in the attitudes of the teachers, i.e.: greater motivation, accessibility and creativity.

Teaching

The second aspect attracts almost as many suggestions. It is primarily the form of the teaching which requires improvement. The teachers do not want to be forced to use the same method at all times, and ask that they be allowed more room for creativity in responding to the needs of their groups. A smaller number of teachers would like to be allowed at least to choose the method or methods best suited to their students. They also mention that more time should be allotted to instruction in the spoken language and to homework, and that the students should be able to express themselves more and to take the initiative within the framework of such activities as: reports, discussions, workshops, etc.

A slightly smaller number of suggestions concern the teaching structure. According to the teachers, the greatest weakness is the lack of extracurricular activities in French. Some teachers, in fact, would like to teach by means of total immersion: either by forbidding English during school hours, or by establishing some form of complete isolation during the entire training period, i.e. living twenty-four hours a day within the French language and culture. The other answers indicate a desire that the student have the opportunity for individual instruction, either occasionally or full-time, as required.

Students

Almost as many of the suggestions have to do with the students. The teachers are most critical of the way in which they are selected. In their opinion, there should at least be some way of detecting immediately those who have no aptitude for learning a second language. Some teachers feel that age is a handicap: only young public servants (under 40) should be admitted to the program. They would also like to see some method of measuring motivation, in order to eliminate those without any interest in learning French.

The teachers also feel that the students are not adequately prepared before entering the program. They lack information on the Official Languages Act, the teaching methods and materials, French culture, and the regulations of the Language Bureau. There should also be some way of improving their motivation before they begin the program.

Group composition

A slightly smaller number of teachers suggest modification in the composition of the groups of students. They ask, in particular, that the groups be more similar, in terms, first, of aptitudes and learning level, and secondly, of age and professional status. This latter aspect means: either grouping the students on the basis of their status within the work environment (e.g. executives with executives), or on the basis of their interests with respect to the work environment (e.g. employees of the Post Office Department together). Some teachers feel that learning would be easier if there were no more than four to six students in each group.

The other suggestions are distributed as follows:

Organizational environment: 6.3%

The teachers feel primarily that they should have professional status, with clearly defined obligations and privileges.

Teaching environment: 4.4%

They suggest that the school be located in a French Canadian environment and that the facilities be improved.

Evaluation: 4.3%

They ask that the tests be modified to measure more effectively the knowledge acquired during the course.

Senior Teachers: 2.7%

The teachers would like to see the establishment of an effective system of consultation and communication capable of providing them with more teaching assistance.

No change: 1.8%

Other: 2.3%

5.4.2.4 Comparisons between teachers and students for courses in FRENCH as a second language

Table 5.4-4- provides a synthesis of the suggestions on the French courses and allows us to compare the answers given by the teachers with those given by the students. R signifies: rank and indicates the order of priority of the changes desired.

TABLE 5.4-4-
Synthesis of suggestions
French Courses

	French-speaking teachers			English-speaking teachers		
	F	%	R	F	%	R
1. <u>Socio-pedagogical aspect:</u>						
teachers	207	23	1	600	20	2
senior teachers	24	2.7	8	79	2.6	9
students	179	19.9	3	378	12.6	4
group composition	138	15.4	4	469	15.6	3
teaching	197	21.9	2	775	25.8	1
evaluation	39	4.3	6	124	4.1	8
teaching environment	40	4.4	5	147	4.9	6
2. <u>Organizational and socio-political aspects:</u>	38	4.2	7	250	8.3	5
3. other suggestions:	20	2.2	9	35	1.2	10
4. no change (satisfaction):	16	1.8	10	145	4.8	7

On the whole, the teachers and students assign almost the same importance to each of the factors. In both cases, the first four ranks are occupied by: teachers, teaching, students, group composition. The students place more emphasis on the socio-political aspect, while the teachers are concerned with the organizational aspect. Both groups assign less importance to the following aspects: senior teachers, evaluation, teaching environment.

Teaching

The students offer slightly more complaints about the teaching. They would like more opportunity to choose the method best suited to their needs. A larger proportion of students ask that more time be allotted to conversation. The teachers are more clearly in favour of learning by immersion. However, the element to which both groups assign a great deal of importance is the possibility of greater flexibility in the form of the course, so that the teacher can meet the particular needs of his group of students.

Teachers

Both groups request changes in this area, in approximately the same proportions. However, the students' first criticism is with the teachers' attitudes, and they ask for more support and patience; secondly, they ask that their teachers be more competent. The teachers, for their part, want better training. They are less critical of their own attitudes (although the group which would like training in human relations would have some chance of offering something other than mere linguistic information).

Students

The teachers point out more problems with respect to the students; the more important, in their opinion, is the way in which they are selected. Secondly, the teachers feel that the students should be given more information so that they will be better prepared to enter the program. This latter suggestion is rated as being of primary importance by the students, who consider improvement of the system of selection as secondary.

Group composition

Both groups place the same emphasis on this aspect and agree that there should be greater similarity within the groups of students, particularly as regards the learning level.

Organizational and socio-political aspects

The students suggest more changes with respect to the socio-political aspect. More frequently than the teachers, they question the Official Languages Act and the way in which it is applied. The teachers are more inclined to criticize the administration of the Language Bureau and are primarily concerned with their professional status.

Both groups assign the same importance to:

Evaluation:

They ask that the tests be modified. The students want less emphasis on the tests within the learning process.

The teaching environment:

The teachers suggest that the school be located in a French-speaking environment. The students want improved facilities and equipment.

Senior leaders:

Both groups request greater accessibility.

There appear to be slightly more students (although very few) who are satisfied with the existing situation (category: no change).

5.4.3 Description of data and suggestions for the ENGLISH course

5.4.3.1 Rate of response

Table 5.4-5- indicates the number of subjects who completed questionnaire G or P and the proportion of suggestions received.

TABLE 5.4-5-

Rate of response: English courses

	Subjects questioned	Suggestions							
		1st choice		2nd choice		3rd choice		TOTAL	
		F	%	F	%	F	%	F	%
French-speaking students	111	158	71.2	111	50.5	61	27.5	330	49.5
English-speaking teachers	30	55	91.7	34	56.7	20	33.3	109	60.5

As in the case of the French courses, the suggestions offered in response to both questions were compiled together. The percentages were calculated on the basis of the total possible number of answers: six suggestions per person. The teachers suggest more changes than do the students, all things considered. In both cases, the number of answers diminishes from the first to the second choice from the second to the third.

5.4.3.2 Response categories

These categories are the same as for the French courses; the list appears in section 5.4.2.2 of this chapter and a detailed description in Appendix 2, section 2.4.2.

5.4.3.3 Data collected

(c) French-speaking students

Table 5.4-6- presents a synthesis of the most frequent suggestions. The results for each of the choices were grouped; we include here only frequencies and overall percentages. For a list of all the suggestions in each sub-category, see Appendix 2, Section 2.4.2. The percentages indicate the proportion of answers for a given aspect, in relation to the full list of suggestions offered by this group. The totals represent the total number of answers for each aspect and not merely the number of the most frequent suggestions.

TABLE 5.4-6-
Most frequent suggestions
French-speaking students

	F	%
1. <u>Teaching:</u>		
form:		
more conversation	16	
more participation	16	
greater choice of methods	14	
Subtotal	74	
structure:		
extracurricular activities	13	
total immersion	8	
possibility of individual instruction	6	
Subtotal	37	
TOTAL	113	34.2
2. <u>Teachers:</u>		
attitudes:		
in general	23	
more patience	4	
no favoritism	3	
more support	3	
Subtotal	35	

TABLE 5.4-6- (cont'd)
Most frequent suggestions
French-speaking students

	F	%
competence:		
adequate course preparation	8	
competence	3	
stricter selection	3	
better training	3	
Subtotal	17	
TOTAL	60	18.2
3. <u>Group composition:</u>		
more similarity	32	
smaller group	15	
TOTAL	47	14.2
4. <u>Students:</u>		
efforts to increase motivation and interest	14	
better preparation	10	
better selection	8	
TOTAL	39	11.8
5. <u>Teaching environment:</u>		
improved facilities	12	
school located in an English-speaking environment	7	
TOTAL	27	8.2

Teaching

The French-speaking students suggest primarily changes having to do with the teaching. The proposed changes most frequently concern the form of the teaching. The public servants would prefer greater emphasis on the spoken language, with more opportunity for them to express themselves and take the initiative within the context of such activities as: reports, discussions, workshops, etc. Thus, they want more active participation in the program. Secondly, they would like to have the opportunity to choose, with the teachers, the method or methods best suited to their aptitudes, personalities and the type of skills required for the work which they will be doing in English.

The suggestions having to do with structure are less frequent. The most common request is for more activities outside the classroom, which will bring them into contact with English as it is spoken in everyday life. Some public servants suggest that French be forbidden in school or that students be given the opportunity to live in an English-speaking environment for the entire period of their training. Some students request the opportunity for individual instruction, either occasionally or full-time, as required.

Teachers

The students suggest fewer changes concerning the teachers. Primarily, they would like them to show more positive attitudes. The teachers should demonstrate greater motivation, accessibility, and creativity. They should not show their impatience with slow students or those having problems, or show favoritism towards the brighter students. They could show more understanding and offer more encouragement with respect to the problems of learning.

Only a small group of students complain of the teachers' level of competence. They ask in particular that the teachers prepare more effectively; with less improvisation, the courses would be more consistent

and more effective. The few other suggestions have to do with the selection process, which should be stricter, and with the teacher training offered, which should be better adapted to adult second-language education.

Group composition

Suggestions about group composition are slightly less numerous than those having to do with the teachers. The students request, first, that there be greater similarity within the groups. Extreme differences between the aptitudes and learning levels of the participants means that the more gifted waste time and become impatient, while those with less natural ability constantly encounter failure. In theory, the public servants are classified according to their capacity to learn a second language and according to their familiarity with this language, but it seems that the criteria for classification could be more adequate. Some students also ask that their classes be smaller, i.e. composed of no more than four to six students.

Students

The students offer still fewer suggestions with respect to themselves. It is primarily their level of motivation which appears to be a problem. They ask that their department or the Language Bureau find some very concrete (but unspecified) way on increasing their interest in learning English. Some public servants would like to have received better preparation for the program, both psychological and in terms of information. Some feel that there should be a pre-training period for students who have been out of school for some time, in order to facilitate their adaptation to the school environment. Lastly, they suggest that the system of selection be improved.

Teaching environment

The largest number of suggestions have to do with the physical characteristics of the environment. Students ask that the facilities be improved; i.e.: classrooms, furniture, ventilation systems. In Montreal, the school is described as a "slum"! The public servants also believe that the school's geographic location should be in an environment which will allow the student to express himself in English.

The other suggestions are distributed as follows:

No change: 6.7%

Organizational environment: 2.7%

Socio-political aspects: 1.8%

Evaluation: 0.6%

Senior teachers: 0%

Other: 1.5%

(d) English-speaking teachers

Table 5.4-7- presents a synthesis of the most frequent suggestions. As with the other groups, we include here only the frequencies and overall percentages. The percentages and totals represent the same things as in the preceding tables. For a list of all the suggestions, see Appendix 2, Section 2.4.2.

TABLE 5.4-7-
Most frequent suggestions
English-speaking teachers

	F	%
1. <u>Teaching:</u>		
structure:		
more extracurricular activities	3	
better timetables	3	
total immersion	2	
create classes for those with problems	2	
Subtotal	12	
form:		
more flexibility	5	
greater choice of methods	4	
Subtotal	10	
TOTAL	23	21.1
2. <u>Teachers:</u>		
competence:		
better training	9	
competence	3	
stricter selection	2	
Subtotal	14	
attitudes	3	
Subtotal	3	
TOTAL	22	20.2

TABLE 5.4-7- (cont'd)

Most frequent suggestions

English-speaking teachers

		F	%
3.	<u>Group composition</u>		
	greater similarity	Subtotal	12
	smaller group	Subtotal	3
		TOTAL	15 13.8
4.	No change (satisfaction)	TOTAL	14 12.8
5.	<u>Organizational aspects:</u>		
	Language Bureau:		
	better administration	4	
	grant teachers professional status	4	
		Subtotal	
		TOTAL	12 11
6.	<u>Students:</u>		
	better selection	Subtotal	6
		TOTAL	11 10.1

Teaching

It is in this area that the teachers offer the largest number of suggestions. With respect to structure, they request, in almost equal proportions: 1) more activities outside the school, which would allow the student to hear and speak English in natural situations; 2) greater flexibility in course timetables; 3) the opportunity for the student to do his training within a completely English-speaking environment; 4) special attention for students with serious learning problems and special equipment for them, through the establishment of special classes. With respect to form, the teachers would like to be able both to choose the method or methods which they consider best suited to their students and as well to depart from the method if necessary in order to respond better to their students' needs.

Teachers

The answers here are almost as numerous. The teachers question primarily their level of competence. They would like to receive training better adapted to the psychological and educational needs of the adult student and to teaching using audio-visual techniques. Some teachers feel that certain of their colleagues should be more competent and that the primary criterion for selection should be experience. Only a few answers deal with attitudes. Some teachers could be more highly motivated and could improve the quality of their contacts with the students.

Group composition

Fewer suggestions are received in this respect. Like the other subjects, the teachers ask that the groups be more similar, particularly with respect to aptitudes and age. Some would like their group to be smaller.

No change

The answers classified in this category do not indicate that the subject does not want to make any suggestion (category: don't know); they are expressions of satisfaction with the existing situation. A relatively high proportion (12.8%) of the teachers' responses fall in this group.

Organizational aspects

The teachers would like to see the administration of the Language Bureau improved: a less bureaucratic and more effective system, more competent personnel, and no favoritism in hiring teachers. They also ask that they be granted professional status: that they no longer be considered and treated as public servants and that the necessary steps be taken to clarify their obligations, rights, and privileges.

Students

The few suggestions received have to do with selection. This should be based on aptitudes, age, motivation and the requirements of the positions.

The other suggestions are distributed as follows:

Evaluation: 4.6%

The tests should be changed.

Teaching environment: 1.8%

Especially: better quality materials and equipment.

Senior teachers: 1.8%

Socio-political aspects: 0.9%

5.4.3.4 Comparisons between teachers and students

Table 5.4-8- provides a synthesis of the suggestions on the English courses and allows us to compare the answers of the teachers with those of the students. R signifies rank and indicates the order of priority of the changes desired.

TABLE 5.4-8-
Synthesis of suggestions

English courses

	French-speaking teachers			English-speaking students		
	F	%	R	F	%	R
1. <u>Socio-pedagogical aspects:</u>						
teachers	22	20.2	2	60	18.2	2
senior teachers	2	1.8	9	0	0	10
students	11	10.1	6	39	11.8	4
group composition	15	13.8	3	47	14.2	3
teaching	23	21.1	1	113	34.2	1
evaluation	5	4.6	7	2	0.6	9
teaching environment	5	4.6	7	27	8.2	5
2. <u>organizational and socio-political aspects:</u>	12	11	5	15	5.5	7
3. other suggestions:	0	0	10	5	1.5	8
4. no change (satisfaction)	14	12.8	4	22	6.7	6

On the whole, the teachers and students assign the same priority to the following three aspects: teaching, and group composition. The same proportion of suggestions concerns students in both cases. The teachers express more satisfaction and place more emphasis on changes in the organizational aspect. The students request more changes in the teaching environment. Both groups consider the following aspects less important: senior teachers and evaluation, although the teachers offer slightly more suggestions with respect to the latter.

Teaching

Although both groups consider this aspect as being of primary importance, the need for change is more strongly expressed by the students. They ask above all for more conversation and greater participation; the teachers ask first for greater flexibility in their teaching methods. Both groups want the opportunity to choose their own method and greater emphasis on extracurricular activities. The teachers express more dissatisfaction with the lack of flexibility in course timetables.

Teachers

Almost the same proportion of suggestions is received for both groups. However, the students' answers indicate that they are dissatisfied, first, with the attitudes of the teachers and, secondly, with the lack of lesson preparation. The teachers, for their part, are most concerned with receiving training better adapted to adult language teaching, using audio-visual techniques.

Group composition

Here too, both groups suggest the same proportion of changes. Students and teachers alike ask that the groups be some similar in terms of aptitudes and level of linguistic achievement. The students place more emphasis on the need for smaller groups.

Students

The proportions are also the same with respect to students. However, the students ask most frequently for assistance from those responsible for the program: that they find ways of arousing greater interest and that they offer more information to the prospective student, so that he will be better prepared. The teachers, on the other hand, feel most strongly that it is the selection process which is the problem; there should be some way of eliminating those who are not motivated and those who are incapable of learning a second language.

No change

There appear to be more teachers who are satisfied with the existing situation.

Organizational and socio-political aspects

Here again, the teachers' answers are proportionally more numerous. They want better administration within the Language Bureau and reclassification as professionals, with all the attendant obligations and privileges.

Teaching environment

The students show greater dissatisfaction with the poor quality of the school facilities. They feel that the physical conditions of this environment are deplorable.

Evaluation

Although both groups consider this aspect one of the least important, the teachers offer more suggestions. They ask that the tests be changed to reflect more closely the topics covered and the method used.

Senior teachers

This aspect does not appear to be among the immediate concerns of either teachers or students.

5.4.4 Analysis and synthesis

The modifications proposed could have some effect on the motivation of the teachers, on the motivation of the student, and on his level of achievement, according to those consulted.

5.4.4.1 French course

(e) Motivation of the teachers

The teachers themselves suggest that means be found to increase their level of motivation, their accessibility, and their creativity. A number of teachers, apparently, do not feel fully equipped for their work. In fact, their first request regarding themselves is for training in the kind of teaching which they are to provide. Even among those with some teaching experience, a number are facing a new situation. In some cases, they have never taught adults; hence, their requests for training in adult education. Others have taught primarily by means of formal lectures, in which the interactions between teachers and students and among the students themselves were less important; hence, their requests for training in human relations. Still others have never used audio-visual methods; hence, their requests for information on this kind of technique. They are also encountering the specific difficulties of certain students; hence, their desire to receive a course in learning disabilities in general. We feel that better trained teachers would be more highly motivated to prepare their courses adequately, to make allowances for individual and group differences and to show more initiative and creativity in their teaching. Similarly, the teachers feel that methods applied to the letter do not always meet the pedagogical needs of their students; hence, their requests for greater

flexibility, i.e. permission to adapt the method to circumstances and even the opportunity to choose the method. These latter suggestions could perhaps be applied if the teacher were fully trained. The senior teachers could perhaps offer the teachers greater support in this area.

According to the teachers, another important factor in lowering their motivational level is the inadequate selection process applied to the students. It is difficult to teach a student who is not really interested in learning French; hence, their requests for some method of eliminating the unmotivated. Given a better system of selection, capable of detecting those public servants with very little aptitude for learning a second language, it would be possible either to reject them, or to place them in special classes. Although the public servants are currently classified according to their linguistic ability, the teacher apparently still faces the following problem: his teaching cannot be directed to all the students of his group at once; either he spends too much time on the less gifted, or else he decides to ignore them so as not to hold back the more gifted. All these suggestions indicate that a teacher with better training could display greater creativity and provide more appropriate teaching to a group of students on the same level.

Finally, one last factor could increase the teacher's motivation: the fact of being considered a true professional, with the possibility of greater responsibilities, initiative, and greater participation in the planning of the program.

(f) Motivation of the students

The students, too, feel that they should participate, with the assistance of their teachers, in decisions concerning the teaching method. They would feel a greater motivation to learn, if greater account were taken of their personalities and personal characteristics. Some experience difficulty in adapting to the different techniques, either because the teachers do not provide enough support in this area, or because the methods used cannot be appropriate to each individual.

One of the clearest requests is for improved teacher attitudes. The students feel that the teachers could be more accessible and creative and that they do not offer enough support and encouragement to those with learning problems. Basically, the students' suggestions resemble those of the teachers. The teachers should be able (with better training) to help the student more fully and to adapt the methods to the needs of the individual. Similarly, the senior teachers could offer the students more support.

Better preparation for the prospective student would also help to raise his level of motivation. Some public servants feel, in fact, that they should have been made more aware of the justification for the Official Languages Act and given more information on French Canadian culture and the learning conditions. Apparently, the passage from the work environment to school is too abrupt.

In addition, some public servants lack motivation because they feel that the Official Languages Act is unrealistic. They are studying the French language because they are required to do so or because it is interesting, but they are almost certain that they will have very little opportunity to use French in their work. Consequently, they suggest that the criteria used to identify the language requirements of positions be revised. Similarly, they complain of the pressure put upon them by their superiors to enrol in the program.

In some cases, a particular condition reduces the level of commitment to the learning process: the pressure placed on the public servant by his superiors to carry out certain assignments within his departments while he is involved in the program.

(g) Level of achievement

These suggestions for greater motivation on the part of teachers and students would have some influence on the level of achievement. In addition, some suggestions deal directly with the conditions under which

teaching occurs. Both groups of subjects ask that the classes be more homogeneous, particularly in terms of aptitudes and level of familiarity with the language. The desire to have methods appropriate to the needs of the individuals is more paractical if the variations within each group are reduced. Of course, not all factors (age, personality, sex, professional status, etc.) can be taken into consideration, but the criteria for evaluation of linguistic abilities should be more adequate and specific. Thus, the teacher could adapt his teaching to each of his groups. Reducing the number of students in each class could perhaps simplify the problem, as could the creation of special classes for those with serious learning disabilities. In some situations, it might be possible to provide individual instruction on a temporary basis. Greater flexibility within the system could allow the student to change groups more readily if he is not learning at the same rate as the others, or if serious psychological conflicts arise.

The teachers and the students also ask that more time be assigned to learning the spoken language in a wide range of realistic situations; hence, their suggestions regarding conversation and extra-curricular activities. The student should be in closer contact with the language, either by being placed in a French-speaking environment for the duration of the program, or by having the school at least located within such an environment.

If the methods of evaluation measured the student's output more adequately, both he and his teacher would have a better idea of his progress or lack of it, and could adapt to the situation. Finally, it appears that better quality recordings would help to facilitate the learning process.

5.4.4.2 English course

(h) Motivation of the teachers

The teachers would be more highly motivated if they felt more competent. Their most important request is for training appropriate to the type of teaching which they are to offer. They feel that they are too closely tied to the method prescribed for each learning level. Adequate training would allow them to use the pedagogical techniques with greater flexibility and would encourage them to develop methods of teaching which would allow for the specific difficulties of their group. The fact of being considered true professionals, rather than "technicians", would also encourage them to contribute a personal element to their work. Greater accessibility of the senior teachers would help them in their efforts.

(i) Motivation of the students

The students themselves express the desire to feel more highly motivated in their work. They feel that their departments and the Language Bureau should take steps to develop their awareness, before the program, of the justification for bilingualism, of English culture, of the type of methods used within the school, and of its structure. They want more than mere information: they want psychological preparation. Some students enrol in the program, yet question the logic of the Official Languages Act and feel that the criteria for identification of the language requirements of the positions do not correspond with the actual duties involved and the opportunities which they have to speak English. If the students are to be fully committed to learning the language, either the criteria will have to be revised, or the value of the course more fully explained, in individual interviews. All these conditions would help the student to get off on the right foot.

Since the individuals interviewed are already involved in the learning process, their suggestions deal largely with factors which could increase their motivation during the program. What they resent most strongly is the lack of support from the teachers. They resent their lack of interest in students having difficulties, their inability to adapt the means at their disposal to help them; either because the system is too rigid, or because the teachers lack the necessary training. It appears too that the fact of seeking more active participation from the students would stimulate them to assume partial responsibility for their studies; in this connection, the students suggest that they be given the opportunity to express themselves more and to take the initiative in certain activities. For some students, this participation should include even the possibility of discussing with their teacher the choice of method or of appropriate technical means.

(j) Level of achievement

Obviously, greater competence among the teachers would have an influence not only on motivation, but also on the quality of the teaching. The second greatest difficulty, as perceived by both teachers and students, is the lack of similarity within the groups. The system of classification of prospective students appears to be somewhat lacking in discrimination, and makes it difficult for the teachers to adapt to individual needs. It is probably because of this lack of similarity that the students also request smaller groups and the opportunity for individual instruction. The teachers, for their part, would like a more effective administrative system within the Language Bureau.

To improve the program, both groups agree that there should be more opportunity for extracurricular activities which allow the student to come into greater contact with English as it is spoken in actual situations. The students demand more training in conversation. Some feel that the program would be more effective if the school were located in an English-speaking environment and, in particular, if they were placed in a situation which forced them to speak English all day.

Improvement of specific factors such as: facilities, time-tables, equipment (especially the quality of the recordings) would improve the conditions under which the courses are offered. Lastly, the quality of the tests should be improved in order to ensure that the student's progress in in fact properly evaluated.

SUMMARY OF SECTION 5.4

The SUGGESTIONS were collected by means of the questionnaires on the learning environment. Four samples of subjects answered these questions. They were the English-speaking students, their French-speaking teachers, the French-speaking students, and their English-speaking teachers. The purpose of these questions was to identify the changes which might improve student participation and achievement. Content analysis of the answers has revealed the proposed changes with respect to: teaching, teachers, students, group composition and factors associated with the organizational and socio-political aspect. On the whole, the greatest number of suggestions concern the teaching: the need for greater flexibility in the methods used, and more time for conversation and more opportunity for student initiative.

With respect to their teachers, the students request greater competence and, in particular, more supportive attitudes; the teachers seek better training in the particular type of teaching which they are required to provide. With respect to the students, most of the subjects feel that they should be better prepared psychologically before entering the program; the teachers request a more adequate system of selection. As regards the composition of the groups of students, they want greater similarity, particularly in terms of aptitudes and level of linguistic achievement and, secondly, in terms of age. It is primarily the teachers who offer suggestions on the organizational aspect: they would like more effective administration from the Language Bureau and reclassification as professionals. The students express more opinions on the Official Languages Act and the language requirements of the positions, which they feel should be more realistic. A smaller number of suggestions were received on the improvement of the system of evaluation, the physical conditions of the teaching environment, and the degree of accessibility of the senior teachers.

Analysis has shown that:

1. better teacher training, greater flexibility in methods, better selection of the students, the assignment of professional status to the teachers, and greater support from the senior teachers would help to raise the level of motivation of the teachers;
2. better psychological preparation of the students, more realistic language requirements, greater support from the teachers, and more emphasis on student initiative would lead to greater motivation among the students;
3. greater competence among the teachers, greater similarity within the groups, a more efficient administrative system, greater emphasis on conversation and extracurricular activities in the second language, together with better physical conditions and a more adequate system of evaluation, would help to raise the level of achievement.

CHAPTER VI

Psycho-social conditions of second language use in the work setting

CHAPTER VI

PSYCHO-SOCIAL CONDITIONS OF SECOND LANGUAGE USE IN THE WORK SETTING

INTRODUCTION

Chapter six is devoted to presenting the results of the group AFTER the LTP. Do English-speaking public servants use their "new" second language after returning to their work setting in the public service 6-9 months after their LTPs? If they do, to what degree and in what circumstances? If they don't, why don't they? What is the present status of the language skills acquired through the LTP? Have they remained at the same level? Have they improved?

These are the types of questions that have been answered to some extent.

In the first section, the answers to the B3U questionnaire on second language use will be analysed, as well as the comments made during private interviews. The second section will briefly describe the main personal characteristics of these people. The attitudes and motivation with respect to their second language will be examined in the third section. An attempt to discover the type of organizational milieu in which these public servants use their second language will be undertaken in section four. In the fifth section, the main psychological and psycho-social characteristics likely to influence the use to which these people put their second language will be reviewed.

A sixth section will include a short analysis of the links between various psychological and psycho-social factors, the use of the second language, and maintenance of language skills AFTER the LTPs; as in the preceding cases (chapters BEFORE and DURING), the seventh and final chapter will deal with the SUGGESTIONS put forth by these public servants about the different facets of the Canadian government LTPs.

6.1 TO WHAT EXTENT DO ENGLISH-SPEAKING PUBLIC SERVANTS PUT THEIR SECOND LANGUAGE TO USE UPON THEIR RETURN FROM THE LTPs?

The data analysed here were taken from the B-3-U scale (see Chapter 3, section 3.3, for a detailed description). This scale was created for the principal purpose of establishing the relative use of the second language in the work setting, by taking as a point of comparison the total usage (in the first and second languages) of the public servant's linguistic skills. It attempts to determine the specific uses of the active skills (writing, speaking) and the passive skills (reading, listening) with the public servants' main interlocutors: subordinates, superiors, co-workers, public servants in other divisions or departments, and the public. It does not concern itself with absolute measurements of use (number of times per day or per week) or relative qualitative use (rarely, occasionally, often, etc.). The B-3-U scale was used more to present statements where the nature of the skill to be measured prompted the specific object of measurement:

- ability to read and write: quantity (number of pages or lines);
- ability to speak and listen: length of conversation.

Since the object of each statement was meant to measure the relative use of the ability with a given person, the response scale was broken down into graded percentages: (1) 0%, (2) 1% to 20%, (3) 21% to 40%, (4) 41% to 60%, (5) 61% to 80%, (6) 81% to 100%. The form of the statements was as in the following example:

"In my written contacts with my immediate superior, the proportion (quantity: number of pages or lines) of what I write in the second language is ..."

It must be remembered that the B-3-U scale is made up of 44 statements dealing mainly with second language use and, to a lesser extent, with the ease and relative skill in second language use at work. The factor analysis allowed 6 use factors to be uncovered: these are the first 6 "use components" appearing in table 6.-1- on the following page. Moreover, 4 a priori factors of usage have been revealed; these are the final four "use components" in the same table.

6.1.1 The results of the B-3-U scale

Table 6.1-1-, on the following page, indicates the number of respondents, the averages, and standard deviations in the public servants' answers to different aspects of second language use⁸⁴.

⁸⁴ See Appendix 3, section 3.32, for detailed results.

TABLE 6.1-1-

Second language use in the work setting

Use Components	NO.	AV.	STD. DEV.
1. Use of reading skills in second language (with every type of interlocutor)	90	1.68	0.54
2. Use of writing skills in second language (with every type of interlocutor)	88	1.40	0.46
3. Use of second language oral communication skills with subordinates	77	2.00	0.75
4. Use of second language oral communication skills with public servants and the public	90	1.85	0.49
5. Use of second language oral communication skills with unit	90	2.13	0.62
6. Use of all second language skills with immediate superior	90	1.36	0.44
7. Spontaneous use of second language	90	1.91	0.65
8. Present ease in second language use	90	3.67	0.79
9. Second language, use before LTP, with unit	87	1.48	0.45
10. Efficiency, with respect to carrying out of duties in second and first official language.	93	3.36	2.13

a) Use of second language reading skills

English-speaking public servants hardly use their ability to read in the second language in the work setting (AV. = 1.68); more specifically, the proportion of their second language reading (number of pages or lines) to their total reading is less than 20%. This proportion does not increase significantly from one interlocutor to another:

- with the immediate superior, it tends toward 0% (AV. = 1.40); 70% of the public servants do not make use of their second language reading ability at all, and another 20% use it for 1% to 20% of all their reading material⁸⁵;
- with subordinates, the proportion of necessary reading material written in the second language is less than 20% (AV. = 1.62); for about 52% of the public servants it is 0%; another 40% receive from 1% to 20% in the second language;
- with their co-workers, material written in French accounts for less than 20% of their reading fare (AV. = 1.73); for nearly 35% of the public servants, this proportion is 0%, and for another 60%, it ranges from 1% to 20%;
- with public servants from other divisions or departments, reading skills (AV. = 1.83) are used for nearly 20% of the material; 30% of the public servants do not use this ability at all; another 60% use it for 1% to 20% of the time;

⁸⁵ The interested reader may find the detailed figures for results referred to here in Appendix 3, section 3.3.2.

- with the general public, use of reading skills is the greatest (AV. = 1.91); 26% never use it, but 58% use it for 1% to 20% of their reading material; 3% read 41% to 60% of their material in French; no one reads French material for more than 60% of the time.

This very detailed description clearly shows the results obtained for each of the other second language use components. In order to avoid being tedious, we will not go into so much detail when presenting the rest of the data; details will only be introduced when they help explain a specific feature of second language use.

b) Use of second language writing skills

English-speaking public servants hardly ever use their second language writing skills in the work setting (AV. = 1.40); the proportion of what is written in French (number of pages or lines) in comparison to the total is less than 20%. This remains constant in all written communications, whether they be with their immediate superior (AV. = 1.22), their subordinates (AV. = 1.39), their unit (AV. = 1.41), public servants in other divisions or departments (AV. = 1.41), or the public (AV. = 1.37).

c) Use of second language oral communication skills with subordinates

With their subordinates, English-speaking public servants use French for oral communication in about 20% of all their verbal exchanges (AV. = 2.00), which is slightly higher than their proportional use of written communication, as has just been seen.

Speaking

Only 20% of the public servants never speak French with their subordinates, while 62% use French for 1% to 20% of their conversations with them.

Listening

On the other hand, 28% of the public servants stated that their subordinates never speak French to them, while another 50% are spoken to in French by their subordinates from 1% to 20% of the time.

d) Use of second language oral communication skills with public servants and the public

Oral communication skills (speaking, listening) are rarely used with public servants from other divisions or departments, or the public (AV. = 1.85).

With public servants from other divisions or departments, English-speaking public servants of the AFTER group use French less than 20% of the time (AV. = 1.83); they are spoken to in French for a slightly greater (AV. = 2.00) length of time.

With the public, speaking and understanding skills come into play less than 20% of the time (speaking: AV. = 1.80, listening: AV. = 1.97).

e) Use of second language oral communication skills with the unit

Proportionally, their knowledge of French is put into use most often by English-speaking public servants in their interactions with their unit (AV. = 2.13).

They express themselves in French less than 20% of their spoken communication time; 19% never use French; another 69% use French from 1% to 20% of total conversation time; another 9% use French from 21% to 40% of the time they converse; and finally, another 3% use French in 41% to 60% of their conversations.

If the fact that English-speaking public servants occasionally can prompt their colleagues to speak French with them is taken into account, their ability to understand spoken French is put to use for between 21% and 40% of their total listening time. More specifically, results indicate that 8% of the public servants never use their ability to understand spoken French; however, 66% use their ability 1% to 20% of the time; 18% use it between 41% and 60% of the time; and 1% of them, for over 80% of the time.

It must be remembered that the use of language skills as we have measured it involves a proportional, and not absolute, use of these abilities. Our results should not then be used to conclude that English-speaking public servants use spoken French the most with their unit (even though it is quite probable). The results can only lead to the conclusion that proportionately, spoken French is used by public servants mostly in their total oral communications with their units.

f) Use of all second language skills with the immediate superior

The second language is not used to a very great extent by English-speaking public servants with their immediate superiors (AV. = 1.36).

According to the public servants queried on their writing skills (AV. = 1.22), 78% never use French in their written contacts with their immediate superior, and 22% use it in less than 20% of what they write.

When asked about their reading skills in French (AV. = 1.40), 70% of the public servants never receive anything written in French from their superior; 21% use their reading ability for from 1% to 20% of their reading matter; 8% use it for 21% to 40% of it; and 1% read 41% to 60% French material.

g) Spontaneous use of the second language

When English-speaking public servants who have completed their language training (AFTER group) are asked how many times they choose to use French in situations where either official language would be appropriate, their answer is that in less than 20% of these cases, they choose to do so (component 7: AV. = 1.91).

In their communications (written or oral) with their unit, 20% of the public servants never use French, 69% decide to use it in less than 20% of the cases; 8% use it in 21% to 40% of the situations; 2% do so in 41% to 60% of the cases; and 1% use French in 61% to 80% of the cases. The spontaneous choice of French averages less than 20% of the cases (AV. = 1.95).

In their communications (written or oral) with public servants from other divisions or departments, 32% of the public servants never choose to use French; 58% use French in less than 20% of the cases; 8% do so in 21% to 40% of the cases; 1% chooses it in 41% to 60% of the cases and, finally, 1% uses it in more than 80% of the cases. The spontaneous choice of French averages less than 20% of the cases (AV. = 1.82).

With the public, 31% of the public servants surveyed stated they never use French when either official language would be appropriate; 54% choose French in less than 20% of these types of situations; 10% use French in 21% to 40% of these kinds of situations; 1% do so in 41% to 60% of the cases; 2% use it in 61% to 80% of the cases; and 2% also use it over 80% of the time. On the average, English-speaking public servants spontaneously choose to use French in their communications with the public in about 20% of the cases where either official language would be appropriate (AV. = 1.97).

h) Use of French before the LTPs and present ease in the second language

When the average score of second language use with the unit before the LTPs (AV. = 1.48) is compared to the average score for each of the present use components (AV varies from 1.36 to 2.73), the second language is not used much more now than it was before the LTPs. This result must, however, be accepted with reservation. The use of French before the LTPs has only actually been examined in the cases of communications with the unit. Comparison of before and after LTP results therefore can only be given as an indication of the change in second language usage rates in communications with all possible types of interlocutors.

On the other hand, it is found that the ease felt in using the second language is greater after than before the LTP. Table 6.1-2- illustrates the evaluation the public servants make of their present and pre-LTP ease in the use of each linguistic skill. These are the results of questions 112-113, 115-116, 118-119, and 121-122 of the B-3-U scale. These statements were presented in the following form: "Now (or before beginning my language training), I can (or could) write (or read, speak, understand) in the second language ...". The response scale is also reproduced in table 6.1-2-.

TABLE 6.1-2-

Comparative before-after LTP ease in each second language skill, and response scale

Response Scale

IP	NOT AT ALL	WITH GREAT DIFFICULTY				WITH GREAT EASE
0	1	2	3	4	5	6

Skills	AV	Standard Deviation	No.
--------	----	--------------------	-----

Writing

Before	2.95	0.97	90
After	1.98	0.95	90

Speaking

Before	3.72	0.99	90
After	2.10	1.12	90

Reading

Before	4.03	1.08	90
After	2.53	1.19	90

Understanding

Before	4.15	0.99	90
After	2.17	1.14	90

These results seem to reveal a greater ease in the second language after the LTPs. For each skill, progress of one unit of measure or more on the response scale can be observed. The changes can be expressed in this way:

- | | | |
|---|----------------------|---------------------------------|
| - | Writing skills | . Before: with great difficulty |
| | | . After: with difficulty |
| - | Speaking skills | . Before: with great difficulty |
| | | . After: with slight difficulty |
| - | Reading skills | . Before: with fair difficulty |
| | | . After: fairly easily |
| - | Understanding skills | . Before: with great difficulty |
| | | . After: fairly easily |

The present average ease (component 8: AV. = 3.67) is not really very high. Public servants do not feel they are able to speak French or understand French, or read or write in French "with ease".

Finally, when public servants are asked to assess the relative efficiency with which they carry out their duties in the second official language and in the first official language, they state they carry out their duties almost as well in the second official language as in the first (component 10: AV. = 3.36)⁸⁶. This result is liable to be somewhat of a surprise when the relative difficulty experienced by the public servant in each linguistic skill is considered. It must be posited then that the difficulty or uneasiness felt in using the second language does not necessarily hinder the efficiency with which duties are accomplished.

⁸⁶ Response scale for variable 10
0 = cannot answer
1 = much more efficiently
2 = a little more efficiently
3 = as efficiently
4 = a little less efficiently
5 = much less efficiently

6.1.2 What type of experience does second language use represent for the English-speaking public servant?

The purpose of the individual interviews was to provide qualitative data along with comments which would give a clearer view of the type of environmental conditions that either encourage or discourage second language use⁸⁷. Forty English-speaking public servants volunteered for the interview, all of them belonging to the larger sampling used for the AFTER study. The interview took place at the same time as the distribution of questionnaires. Briefly, the questions dealt with:

- evaluating the language training program and its effects on the work setting;
- the public servant's state of mind, and his/her feelings towards second language use;
- the organizational environmental conditions that encourage or discourage second language use.

In this section, the results on second language use as such, and the feelings elicited will be reported. The other results will appear in section 6.4, which deals with the organizational setting.

a) Use

One of the questions asked during the interview (question 10) enabled the public servants to be classified into three separate groups (I, II, III), according to their amount of total communication with three groups of interlocutors: their own work setting, public servants in other divisions or departments, and the public. See table 6.1-3- on the following page.

⁸⁷ See Appendix 1, section 3, for the interview plan.

TABLE 6.1-3-

Proportion of total communication with different interlocutors.

Interlocutors	Groups					
	I		II		III	
	%	Rank	%	Rank	%	Rank
- work setting	76	1	22	2	28	2
- other public servants	17	2	62	1	9	3
- the public	7	3	13	3	63	1

Another question asked in the interview (question 11) made it possible to determine the proportion of communication in French undertaken by these same three groups (table 6.1-4-).

TABLE 6.1-4-

Proportion of communication in French with different interlocutors

Interlocutors	Groups					
	I		II		III	
	%	Rank	%	Rank	%	Rank
- work setting	10	2	7	2	2.6	3
- other public servants	45	1	13	1	3	2
- the public	3	3	2.5	3	23	1

Because of their job requirements,

- group I (65.8% of the public servants sampled) communicates mainly with public servants in the same work setting,
- group II (21.1%) deals mainly with public servants in other divisions or departments,
- group III (13.1%) deals mainly with the public.

The use of French is broken down in the following way for each of the three groups:

- group I uses French very little (10%) for the duties that take up most of its time;
- group II uses French very little (13%) in the work that occupies 62% of its time;
- group III uses French a little more often (23%) in the duties taking up 63% of its time.

It thus seems that English-speaking public servants returning from LTPs make little use of French during the greater part of their schedule. French is used most with the public.

b) When French is used

Are public servants exposed to the second language in the work setting? Do they have the opportunity to practice and maintain their acquired language skills?

Table 6.1-5- on the following page shows the relative frequency of contact with French within the unit, with the public and outside the work setting. The percentage appearing in each category of contact

frequency (very frequently, frequently - occasionally, rarely - very rarely, never) represents the proportion of answers given in the interviews which serve as bases for a judgement concerning exposure to the second language in the case of an English-speaking public servant.

TABLE 6.1-5-

Frequency of second language contact

Interlocutor	No. of Answers	Very Fre.-	Occas.-	Very rare.-	Total
		Frequently	Rarely	Never	
	%	%	%	%	%
- with unit	184	20.6	48.9	30.4	100
- with the public	40	7.5	37.5	55.0	100
- outside the work setting	132	31.8	40.2	28.0	100
	356	23.3	44.4	32.3	100

The answers gathered thus indicate that public servants have very little exposure to French at work (with their unit and with the public), even less, in fact, than outside the work setting. In 76% of the answers received, as a matter of fact, the opportunities for use of French are rare or nonexistent. Outside the work setting, opportunities are provided frequently or very frequently according to 31.8% of the answers received whereas, in comparison, such a frequency occurs only in 20.6% and in 7.6% of the answers when relations with the unit and the public are considered.

c) Feelings generated by the use of French

How do English-speaking public servants feel when they must use French? Do they go through the experience without any problems? Do they feel anxious or overwhelmed? Are they able to make out in spite of difficulties?

Table 1.6-6- gives an account of the feelings experienced by English-speaking public servants relative to using French with the unit and with the public. The "negative feelings" category encompasses feelings such as "I feel anxious, I become befuddled, I forget everything". The "positive feelings" category includes such feelings as "I like it, Its, an opportunity to learn, No problems". The "ambivalent" category groups feelings like "It's fairly easy, I make out alright".

The percentages appearing in each category represent the proportion of answers received during interviews on which could be judged the feelings experienced by English-speaking public servants in situations requiring them to use their linguistic skills.

TABLE 6.1-6-

Feelings experienced in using French

Interlocutor	No. Answers	Pos. Feelings	Neg. Feelings	Ambivalent	Total
	%	%	%	%	%
- with unit	235	34.4	29.8	35.7	100
- with the public					
- in person or in writing	31	45.2	54.8		100
- on the telephone	30	30.0	70.0		100

It seems to be considerably more difficult for English-speaking public servants to deal with the public in French than it is for them to deal with their colleagues. Negative feelings were experienced according to 54.8% and 70% of the answers where dealing with the public was concerned, and 29.8% of the answers reflected the same feelings for interactions with the unit. This difference in feelings is tempered, however, by the percentage of answers expressing ambivalent feelings in the case of unit interactions (35.7%). Moreover, telephone conversations are seen to be the most difficult for public servants (7% of the answers revealing negative feelings). Public servants consider that gestures and facial expressions cannot make up for their linguistic deficiencies in this type of situation.

On the whole, using French is a positive experience in only about 35% of the cases. Public servants generally attribute this to their poor command of French, and also to the job requirements which sometimes conflict with the slow and faltering use of French. From this point of view, the responses gathered during interviews suggest that when specific experiences are looked into, the public servant more clearly realizes his problems in using his/her various linguistic skills than is shown by the answers to the B-3-U scale.

SUMMARY OF SECTION 6.1

The most telling result of the study on second language use by English-speaking public servants is the fact that the various linguistic skills acquired are never put into practice in more than 20% of all communications. This percentage is never greater, no matter who the public servant's interlocutor may be (superior, subordinates, colleagues, public servants in other departments, the public).

The results arrived at also indicate that language training diminished the difficulty experienced by the English-speaking public servant in using French, even if it does not seem that he/she uses French more often after having received training than before.

The use of French represents an experience often tarnished by unpleasant feelings caused by a poor command of the language.

6.2 WHO ARE THE ENGLISH-SPEAKING PUBLIC SERVANTS IN THE AFTER GROUP?

Second language use in the work setting by English-speaking public servants has just been described. The focus will now be on who these AFTER group public servants are. Their description will be given according to social and biographical characteristics (age, sex, profession, etc.), and individual psychological traits (linguistic aptitude, concept of self, values).

This description, presented in tabular form, will necessarily be very brief, since the goal of this study, lest we forget, is not in itself to give an in-depth view of the personality of the Canadian public servant. The personality variables have been introduced into the experimental scheme in order to arrive at a better understanding of the determinants of second language use and the maintenance of acquired language skills. These will be referred to later in the analysis of the links between the variables and second language use, and maintenance of acquired language skills.

The results presented have been arrived at through the usual descriptive statistics: frequencies or averages, whichever the case, dispersion indexes (standard deviation), etc.⁸⁸ Where necessary, a "reference scale" has also been indicated, from which single variable results can be interpreted.

6.2.1 What are the SOCIO-BIOGRAPHICAL CHARACTERISTICS of the AFTER English-speaking public servants?

In order to describe the principal SOCIO-BIOGRAPHICAL CHARACTERISTICS of the sampling of AFTER English-speaking public servants, the following

⁸⁸ The reader is referred to the "SPSS Manual" (1975) for the description of statistical techniques and computer programs used to compute these results.

data have been used: 1. age of group of these public servants, 2. sex, 3. level of education, 4. professional category, salary category, 5. professional status BEFORE the LTPs, 6. date of first LTP, 7. level of linguistic competence, 8. month of entrance into last LTP, 9. main departments employing them at the present time, beginning lesson in last LTP and main teaching method used. The breakdown of the 93 English-speaking public servants in the AFTER sample for each variable appears in table 6.2.1-1- on the following pages.

In brief, from these tables, it can be seen that these people

- for the most part (68.7%) belong to the 26-35 years (43.5%) and 25 years and younger (15.2%) age groups,
- are divided into 57 male and 32 female,
- have for the most (68.1%) some university background,
- 24.7% are classified in "scientific and professional" category,
- 32.6% belong to the "administrative and foreign service" category,
- 37.1% are part of the "administrative support" staff,
- 32% earn between \$7,000 - 9,999; 30% earn between \$10,000 - 21,999, and 25% earn between 22,000 - 27,999,
- 37.0% are "designated" public servants and 60.9% are "conditionally appointed" public servants,
- 38.7% entered their first LTP before September 1973, and 61.3% entered after September 1973,

- were classified, according to their level of linguistic competence:
 - . 17.1% at the "very proficient" level
 - . 39.0% at the "proficient" level
 - . 31.7% at the "average" level
 - . 12.2% at the "weak" level
- entered their last LTP
 - . for 24.2%, between January - June, 1974
 - . for 72.6%, between July - December, 1974
 - . for 3.3%, between January - February, 1975
- are mainly attached to⁸⁹ the following Government departments
 - . National Health & Welfare (10%)
 - . Indian Affairs (8%)
 - . Energy, Mines (8%)
 - . Public Works (7%)
 - . Agriculture (5%)
 - . Statistics Canada (5%)
 - . Environment (4%)
 - . External Affairs (4%)
 - . Manpower (4%)
 - . National Revenue (4%)
 - . Other (41%)
- were originally classified
 - . for 37.4%, at Lesson 1 (Level I)
 - . for 20.9%, at Lesson 7 (Level I)

⁸⁹ At the time of the study (September, 1975).

- . for 11%, at Lesson 17 (Level I)
 - . for 15%, at Lesson 60 (Level II)
- were taught using as main teaching method during their LTP
- . "Ensembles pédagogiques" (Level II): 53.3%
 - . "Dialogue Canada" (Level I: 9%, Level II: 12%): 21.0%
 - . Level 3 method (advanced): 13.0%

TABLE 6.2.1-1 -

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Age (year of birth)</u>			
1. 1901 - 1919	2	2.2	2.2
2. 1920 - 1929	16	17.4	19.6
3. 1930 - 1939	20	21.7	41.3
4. 1940 - 1949	40	43.5	84.8
5. 1950 - 1970	14	15.2	100.0
6. No answer	<u>1</u>	-	-
Total	93		
<u>Sex</u>			
1. Male	57	64.0	64.0
2. Female	32	36.0	100.0
3. No answer	<u>4</u>	-	-
Total	93		
<u>Level of Education</u>			
1. Primary	0	0.0	0.0
2. Secondary	8	11.1	11.1
3. Post-secondary	15	20.8	31.9
4. University	49	68.1	100.0
5. No answer	<u>21</u>	-	-
Total	93		

TABLE 6.2.1-1- (Cont'd)

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Professional Category</u>			
1. Executive	0	0.0	0.0
2. Scientific and professional	22	24.7	24.7
3. Administrative and foreign service	29	32.6	57.3
4. Technical	3	3.4	60.7
5. Administrative support	33	37.1	97.8
6. Operational	2	2.2	100.0
7. No answer	<u>4</u>	-	-
Total	93		
<u>Salary Category</u>			
1. \$ 4,000 - 6,999	3	3.0	4.0
2. 7,000 - 9,999	26	32.0	36.0
3. 10,000 - 12,999	9	10.0	47.0
4. 13,000 - 15,999	9	9.0	58.0
5. 16,000 - 18,999	6	6.0	65.0
6. 19,000 - 21,999	5	5.0	71.0
7. 22,000 - 24,999	15	17.0	89.0
8. 25,000 - 27,999	7	8.0	98.0
9. 28,000 - over	2	2.0	100.0
10. No answer	<u>10</u>	-	-
Total	93		

TABLE 6.2.1-1- (Cont'd)

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Professional status before LTP</u>			
1. Designated	34	37.0	37.0
2. Conditional appointment (inside public service)	56	60.9	97.8
3. Conditional appointment (outside public service)	2	2.2	100.0
4. No answer	<u>1</u>	-	-
Total	93		
<u>First time in LTP</u>			
1. Before Sept. 73	36	38.7	38.7
2. After Sept. 73	57	61.3	100.0
3. No answer	<u>0</u>	-	-
Total	93		
<u>Level of Linguistic Competence</u>			
1. Very proficient	14	17.1	17.1
2. Proficient	32	39.0	56.1
3. Average	26	31.7	87.8
4. Weak	10	12.2	100.0
5. No answer	<u>11</u>	-	-
Total	93		

TABLE 6.2.1-1- (Cont'd)

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Month of entrance in LTP</u>			
1. January 1974	1	1.1	1.1
2. February 1974	1	1.1	2.2
3. March 1974	2	2.2	4.4
4. April 1974	5	5.5	9.9
5. May 1974	9	9.9	19.8
6. June 1974	4	4.4	24.2
7. July 1974	8	8.8	33.0
8. August 1974	19	20.9	53.8
9. September 1974	6	6.6	60.4
10. October 1974	10	11.0	71.4
11. November 1974	17	18.7	90.1
12. December 1974	6	6.6	96.7
13. January 1975	2	2.2	98.9
14. February 1975	1	1.1	100.0
15. No answer	<u>2</u>	-	-
Total	93		

TABLE 6.2.1-1- (Cont'd)

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Main departments employing these people</u>			
1. National Health and Welfare	9	10.0	10.0
2. Indian and Northern Affairs	7	8.0	18.0
3. Energy, Mines and Resources	7	8.0	26.0
4. Public Works	6	7.0	33.0
5. Agriculture	5	5.0	38.0
6. Statistics Canada	5	5.0	43.0
7. Environment	4	4.0	47.0
8. External Affairs	4	4.0	51.0
9. Manpower and Immigration	4	4.0	55.0
10. National Revenue (Taxation)	4	4.0	59.0
11. Other	37	41.0	100.0
12. No answer	<u>1</u>	-	-
Total	93		

TABLE 6.2.1-1- (Cont'd)

Socio-biographical characteristics of the public servants from the
AFTER sample (93 Anglophones)

Characteristics	Frequency	% of Sample	% Cumulated
<u>Beginning Lesson (Placement)</u>			
1. Lesson 1 (Level I)	34	37.4	37.4
2. Lesson 7 (Level I)	19	20.9	58.2
3. Lesson 17 (Level I)	10	11.0	69.2
4. Beginning (Level II)	14	15.4	84.6
5. Lesson 60 - (Ens. Péd.) (Level III)	8	8.8	93.4
6. Beginning (Level III)	5	5.5	98.9
7. No particular lesson	1	1.1	100.0
8. No answer	<u>2</u>	-	-
Total	93		
<u>Teaching Method</u>			
1. F Level 3 (Advanced)	12	13.0	13.0
2. F Dialogue Canada (Level I)	9	9.8	22.8
3. F Dialogue Canada (Level II)	12	13.0	35.9
4. F Français courant (Level I)	1	1.1	37.0
5. F Français courant (Level II)	0	0.0	37.0
6. F Ensembles pédagogiques (Level II)	49	53.3	90.2
7. F Dialogue Canada Prog. (Level I)	0	0.0	90.2
8. F Traditional (Level I)	1	1.1	91.3
9. F Traditional (Level II)	8	8.7	100.0
10. F V.I.F. by grammatical progression (Level II)	0	0.0	100.0
11. No answer	<u>1</u>	-	-
Total	93		

6.2.2 What are the main PSYCHOLOGICAL TRAITS found in the group of AFTER English-speaking public servants?

This sub-section presents the data dealing with the concept of self, with basic values and with linguistic aptitudes in the AFTER group of English-speaking public servants.⁹⁰

6.2.2.1 What is the CONCEPT OF SELF for the English-speaking public servants according to the TSCS?

The concept of self found in English-speaking public servants does not seem to differ from that of the public in general. Table 6.2-2- on the following page details the results obtained by the public servants on the concept of self scale (number of respondents, averages and standard deviations) as well as the average for the general public and the range of possible scores on the various sub-scales⁹¹.

The relationships between the various facets of self-image and second language use and acquired language skills maintenance will be examined further on.

6.2.2.2 What are the INSTRUMENTAL VALUES of English-speaking public servants?

Table 6.2-3- on the following page presents the number of respondents, the average ranks, and standard deviations observed for English-speaking public servants⁹² for various instrumental values on the Rokeach value scale.

⁹⁰ Because of technical difficulties beyond our control, it was impossible to include the data from Cattell's 16 P.F. in our statistical analysis of the AFTER group.

⁹¹ See Appendix 3, section 3.3.1, for detailed results.

⁹² Idem.

TABLE 6.2-2-

Various dimensions of the concept of self in English-speaking public servants, comparison with the public in general (figures in brackets), and possible scores.

DIMENSIONS OF CONCEPT OF SELF	NO.	AVERAGE.	STAND. DEV.	POSS. SCORES	
		PUB. SERV. (PUBLIC)	PUB. SERV. (PUBLIC)	MIN.	MAX.
- Identity, Positiveness of self-image: Identity score	93	125.68 (127.10)	8.93 (9.96)	60	150
- Self-satisfaction, self- acceptance: Self-satisfaction score	93	111.87 (103.76)	14.76 (13.79)	30	150
- Feelings of personal value: "Personal self" score	93	67.39 (64.55)	8.10 (7.41)	20	90
- Satisfaction with social self: "Social self" score	93	69.69 (68.14)	7.22 (7.86)	30	90
- Conflict in self-perception: Total conflict score	93	28.58 (30.10)	8.07 (8.21)	0	80
- Conflict direction: Total conflict score	93	-5.76 (-4.91)	11.60 (13.01)	-60	80
- Integration of self-image: Variation score	93	42.67 (48.53)	12.38 (14.42)	0	110
- Certainty in self-perception: Distribution score	93	119.54 (120.44)	24.58 (24.19)	30	200

Upon reading the table, it will be noted that openness is the common characteristic cited as important by the AFTER group English-speaking public servants among the values mentioned: honesty, reliability, open-mindedness, and love. The least important values are characterized by control: obedience, cleanliness, courteousness, capacity for hard work, and self-control.

The links between these values and second language use, and maintenance of acquired language skills, will be examined further on.

TABLE 6.2-3-

The instrumental values for English-speaking public servants; average rank, standard deviation, and number of respondents

Value	Av. Rank	Stand. Dev.	No.
1. Honest (frank, sincere)	4.83	4.35	78
2. Responsible (Reliable, trustworthy)	6.14	3.98	78
3. Broad-minded (open-mindedness)	7.44	4.45	77
4. Loving (affectionate, tender)	7.59	4.69	71
5. Capable (competent, efficient)	7.71	4.32	78
6. Independent (free, autonomous)	8.15	5.18	77
7. Cheerful (carefree, happy)	8.39	4.37	78
8. Brave (able to defend convictions)	8.91	4.26	78
9. Imaginative (daring, innovative)	9.08	4.70	78
10. Indulgent (forgiving)	9.15	4.97	78
11. Intellectual (intellegent, deliberate)	9.15	5.04	77
12. Obliging (willing to help others)	9.44	4.43	78
13. Logical (coherent, rational)	9.93	4.71	76
14. Self-control (disciplined, moderate)	10.56	4.79	78
15. Ambitious (hard worker, success-oriented)	11.34	4.51	78
16. Polite (courteous, well-bred)	13.19	3.40	78
17. Clean (well-groomed, orderly)	13.92	4.30	78
18. Obedient (respectful, dutiful)	16.02	3.51	78

6.2.2.3 What are the LINGUISTIC APTITUDES AND KNOWLEDGE of
the AFTER group of English-speaking public servants?

Table 6.2-4- presents the average results obtained by the AFTER group of English-speaking public servants during the linguistic aptitudes and knowledge assessment by the Language Bureau's Orientation Service, before they began their language training⁹³. The tests then administered were the M.L.A.T., the "placement test" and the PIMSLEUR.

TABLE 6.2-4-

Linguistic aptitudes and knowledge of the English-speaking public servants according to the Language Bureau's tests

Tests	Average	Stand. Dev.	No.
<u>M.L.A.T.</u>			
number learning	31.81	10.46	82
phonetic script	22.29	6.00	82
spelling clues	20.31	9.37	82
words in sentence	23.00	7.52	82
paired associates	13.31	5.37	82
<u>Placement Test</u>			
aural comprehension	15.69	11.27	53
written comprehension	3.47	3.43	53
<u>PIMSLEUR (P.L.A.B.)</u>			
sound discrimination	21.75	4.91	77
sound symbol association	21.50	2.33	77

⁹³ See Appendix 3, section 3.3.1, for detailed results.

SUMMARY OF SECTION 6.2

Before analysing the attitudes and motivation of the 93 English-speaking public servants in the group AFTER the LTP, an attempt was made to determine WHO these people were: what were their main SOCIO-BIOGRAPHICAL CHARACTERISTICS and their principal PSYCHOLOGICAL TRAITS as individuals? Twelve socio-biographical characteristics were briefly examined:

- the age group of these people
- sex
- level of education
- professional category
- salary category
- professional status before LTP
- date of first time in LTP
- level of linguistic competence
- month of entrance into LTP
- main departments employing them
- beginning lesson in last LTP
- main teaching method used.

The individual psychological traits briefly described are:

- dimensions of concept of self measured by Fitts' TSCS
- the instrumental values as established by Rokeach's Value Survey
- the linguistic aptitudes and knowledge of these public servants as established by the MLAT, Pimsleur and Placement tests.

6.3 WHAT ARE THE ATTITUDES AND MOTIVATION OF ENGLISH-SPEAKING PUBLIC SERVANTS TOWARD THE SECOND LANGUAGE?

Table 6-3-1- presents the results obtained by English-speaking public servants on various sub-scales of the C scale (Gardner attitude scale) with respect to 1) the type of motivation spurring second language learning, 2) various attitudes liable to enter into language learning, as well as 3) the support offered by family and friends during second language learning. Seven sub-scales are found in the Gardner scale. Table 6-3-1- presents the averages and standard deviations observed as well as the number of public servants answering each sub-scale.⁹⁴

6.3.1 Integration and instrumental motivation

The English-speaking public servants demonstrate a fairly high "integrative motivation" (AV = 4.66). In their answers, and despite the fact that it is not apparent when only the mathematical average is considered, fully 2/3 express either moderate or total agreement with most statements to the effect that their second language would give them access to the French-Canadian culture and will facilitate exchanges with its representatives. For quite a few English-speaking public servants, French thus appears to be a tool for social and cultural integration; no more than 15% deny this in their answers. They doubt, however, that it might really enable them to participate in the other cultural group's activities.

At the "instrumental motivation" level, the English-speaking public servants (AV = 3.81) believe they will derive "fringe benefits" from second language learning; this, however, varies according to the type of benefits expected. They more or less believe that knowledge of

⁹⁴ See Appendix 3, section 3.3.1, for detailed results.

TABLE 6.3-1-

Motivation and attitudes of English-speaking public servants.

Variables	Average	Stand dev.	No.
1. Integration motivation	4.66	1.07	90
2. Instrumental motivation	3.81	0.86	90
3. Attitude towards second language learning	4.88	0.86	90
4. Attitude towards Canadians of the other culture	4.61	0.86	90
5. Interest in foreign languages	4.77	0.86	90
6. Support from family and friends in second language learning	3.61	1.21	89
7. Anxiety attached to second language use	3.29	0.11	90

French will be useful to them in their career and also that French will make them better informed. They generally do not feel, however, that knowledge of a second language, namely French, will result in greater respect from others.

It can therefore be concluded from these two types of results that among English-speaking public servants the motivation to learn French is based on certain practical considerations, like cultural integration or extra-cultural benefits; but all the public servants taking part in the study seek such benefits with only moderate enthusiasm. Only 1/3 of the public servants strongly endorse the links implicit in the scale between the knowledge of French and obtaining a particular benefit, whether integrative or instrumental. It is as if French were recognized logically as having to carry certain advantages, yet, at the same time, one wasn't really too convinced of this.

6.3.2 The attitude towards learning French

The study of English-speaking public servants' attitudes towards the actual activity of learning French provides a better indication of the interest shown in language learning than the study on their beliefs of the possible benefits from such learning. Of the results arrived at for the C scale, those pertaining to attitude towards learning French are the most positive (AV = 4.88). Without necessarily preferring the study of French to other activities that could very well keep them occupied, English-speaking public servants state that they like learning French, that they do not find it boring, that they do not intend to stop learning French when they finish their courses, that they intend to learn as much as possible, that they like the French language, and that learning French is not a waste of time.

Learning French is therefore positively regarded by English-speaking public servants. The result of the DURING research indicate, on the other hand, that lack of motivation is considered to be a major source of difficulty for student-public servants in language courses. The two results obtained suggest that, despite a positive attitude

toward second language learning, the hard, practical, daily acquisition of French can seriously erode present motivation to learn French. Even a positive attitude is not always enough to keep alive the confidence and determination necessary for the carrying out of daily learning tasks.

6.3.3 The attitude towards Canadians of the other culture

The attitude scale with regard to Canadians of the other culture includes certain statements concerning the other culture and others more directly related to this culture's representatives.

English-speaking public servants show a moderately positive attitude towards French-Canadians. Their answers become a little more positive when the questions stress the French-Canadian culture or French-Canadian cultural contribution, rather than the actual representatives of French-Canadian culture.

English-speaking public servants feel it would be a loss to be deprived of French-Canadian culture, that French-Canadians add a special flavour to Canadian culture, and that the French culture heritage is an important element in the Canadian identity. Even though acknowledging that some of the best Canadian citizens are of French-Canadian origin, they show less enthusiasm for the people as such, whether it would involve getting to know more French-Canadians, taking an interest in speaking their language, or recognizing that they are friendly, hospitable, or creative. The attitude shown by English-speaking public servants toward French-Canadians is therefore moderately positive. It is conveyed by cautious acceptance of statements attributing positive traits to French-Canadians.

6.3.4 Interest in foreign languages

The answers to the sub-test on interest in foreign languages received the second highest score on the C scale (AV = 4.77).

English-speaking public servants are particularly positive toward foreign languages: without necessarily wanting to learn several languages, nor without finding the experience of learning another language especially pleasant, they would like to speak another language perfectly. They would attempt to learn the host country's language if they moved to a foreign country and they would like to speak the language of a country they visit and be able to read foreign language newspapers and magazines. Obviously, this is the good side of foreign language knowledge. As for the "bad" side, the actual learning of the language, English-speaking public servants prove to be less enthusiastic and give answers that are hardly more than slight agreement.

As a whole, a moderate interest is shown toward foreign languages.

6.3.5 Encouragement received from family and friends in learning a second language

"Encouragement from family and friends" received one of the lowest scores on the entire C scale (AV = 3.61). While conceding that English-speaking public servants feel that their family and friends believe they should really try to learn English (sic), family and friends offer meagre support. They provide little help in learning a second language, little encouragement to practise it, remind students only slightly of the purpose of their learning, and hardly encourage them to continue learning after they have finished the courses.

It seems that English-speaking public servants must above all depend on their own motivation and interest in learning a second language.

6.3.6 Anxiety felt with respect to second language use

English-speaking public servants seem to feel little anxiety in using a second language in various daily situations (AV = 3.29): functional exchanges in restaurants, stores, on highways, on the telephone,

informal contacts, or contacts with their superior. This low level of anxiety should normally constitute an important condition in second language use because, unlike other attitudes, this factor comes directly into play at the very moment of second language use.

SUMMARY OF SECTION 6.3

The data compiled on the attitudes and motivation pertinent to the second language through the use of the Gardner scale indicate that English-speaking public servants:

1. consider French as a means of social and cultural integration and as a condition for professional advancement;
2. have a fairly positive attitude towards the actual learning process. They feel it to be a pleasant experience, yet despite this it would appear they tend to busy themselves with other things than French;
3. seem more enthusiastic about French-Canadian culture than about French-Canadians as such: on the whole, their attitude toward the French-speaking group is moderately positive;
4. value foreign language knowledge and use, even though their attitude toward the actual acquisition of language is less enthusiastic and results in a moderate interest in foreign languages;
5. cannot count on any substantial support from family and friends in learning French;
6. experience little anxiety in using French in everyday life.

6.4 IN WHAT ORGANIZATIONAL SETTING DO ENGLISH-SPEAKING PUBLIC SERVANTS FIND THEMSELVES WHICH MIGHT LEAD THEM TO USE THEIR SECOND LANGUAGE AFTER THE LTP'S?

In the following pages, we present the organizational milieu into which the English-speaking public servant is placed when he/she uses the second language. This setting is described mainly in psycho-social rather than structural terms: the atmosphere and informal norms regarding second language use, the attachment of the individual to the group that results from such norms, the support of superiors, the perceived usefulness of the second language, the reinforcement linked to the behaviour of various interlocutors, and the opportunities to be exposed to the second language.

The results concerning the organizational setting come from two sources. The first is the B-3 scale: it enabled the gathering of systematic information on how the public servants view their work setting. The second source of data is the interview held with 40 English-speaking public servants in order to gather their personal comments on the organizational setting.

The results of the B-3 questionnaire (6.4-1-) will be presented first, followed by the results of the interview (6.4.2).

6.4.1 The organizational setting according to the results of the B-3 scale

The B-3 scale was designed in order to classify systematically the psycho-social components of the English-speaking public servant's organizational setting which might influence second language use in the work setting.⁹⁵ It should be pointed out that statements were used to illustrate the various components of the organizational setting that appear in table 6.4-1- on the following page. The respondents indicated

⁹⁵ See Chapter 3 for a complete description of the B-3 scale.

TABLE 6.4-1-

Description of the organizational milieu in which the English-speaking public servant finds him- or herself after the LTP

Components of organizational milieu	Average	Stand. Dev.	No.
1. Adherence to unit	4.04	0.65	90
2. Usefulness of the second language for participating in the organization's life	3.15	0.89	89
3. Lack of support from higher-up for second language use in work setting	3.07	1.01	90
4. Lack of reinforcement in second language use	3.67	0.86	90
5. Lack of normative support from unit in second language use	3.94	1.02	90
6. Resistance to leaving unit	2.67	1.12	90
7. Second language use outside work unit	3.29	1.01	90
8. Suitability of job language requirements to duties	3.53	1.59	89
9. Lack of encouragement to converse in second language from native-speaker interlocutors	4.25	0.76	90
10. Opportunities for contact with second language with subordinates	2.57	1.29	76
11. Opportunities for contact with second language within unit	2.59	1.05	89

disagreement or agreement, as the case may be, with each statement using points 1, 2, 3 (disagreement) or 4, 5, 6 (agreement) on the response scale. Points 1 and 6 represent extremes on the response scale.

Table 6.4-1- shows the main results obtained by English-speaking public servants to the B-3 scale.⁹⁶

Some examples are:

- Question 18: In my department, the unit I belong to is one of the most highly regarded (AV = 3.54)
- Question 22: The objectives pursued by my unit are important to me (AV = 4.29)
- Question 24: If I had to create a unit, I would choose most of my present colleagues (AV = 3.75)
- Question 28: In general, I feel my colleagues appreciate me greatly (AV = 4.29).

The fact that the public servant only "agrees" with such statements (point 4 on the response scale) rather than "agrees highly" or is "completely in agreement" (points 5 and 6 on the response scale) leads one to believe that he or she feels only a slight attraction for his/her unit. It is not surprising, therefore, that the English-speaking public servant disagrees with statements to the effect that he/she would be very unhappy and would lose quite a bit on the personal and professional levels if he/she had to permanently leave his/her unit (AV = 2.67).

⁹⁶ It should be noted that readers interested in the detailed results from the B-3 scale may turn to Appendix 3, section 3.3.1, and to Appendix 3, section 3.3, for the actual scale used.

a) Usefulness of the second language for participation
in the organization's life

The average observed for component 3 in table 6.4-1- indicates that public servants disagree (AV = 3.15) with statements affirming the usefulness of the second language for the purposes of participation in the organization's life. This disagreement is very slight; it would be even less pronounced if the average were 2 (very much in disagreement) or even 1 (completely disagree).

This relative uselessness of French for English-speaking public servants in participating in the organization's life will now be examined (this is in reference to the statements making up component 2):

- to assign and define work responsibilities to one's subordinates:
AV = 3.10
- to communicate their performance evaluation to one's subordinates: AV = 3.00
- to become closer to certain respected French-speaking colleagues:
AV = 3.88
- to solve conflict arising at work: AV = 2.91
- during discussion of problems and decision-making: AV = 2.84
- to learn how one's own performance is evaluated by supervisors:
AV = 2.28
- when having work responsibilities assigned to oneself or defined for oneself: AV = 2.37
- to be more autonomous when dealing with the public: AV = 3.63

- to understand the behaviour and attitudes of French-speaking colleagues: AV = 4.02
- for career advancement: AV = 4.77.

It is clearly apparent that French is really useful to the English-speaking public servant in his/her career progression and in interpersonal relationships with French-speaking colleagues only. With respect to the public servant's place in the actual workings of the organization, however, French does not seem to be very useful.

b) Lack of support from higher up for second language use in the work setting

English-speaking public servants disagree slightly with the body of statements claiming that there is a lack of real support for second language use in the work setting on the part of departmental authorities (component 3: AV = 3.07).

This slight disagreement is expressed towards statements such as:

- besides language training, there isn't much being done in my department to encourage the use of French: AV = 3.34
- even though my immediate superior complies with the official languages policy, he/she is not really favourable to the use of French: AV = 2.87
- my immediate superior gives little support to the efforts made in the use of French in our daily activities: AV = 3.25
- senior public servants do not set an example by trying to learn and use French: AV = 3.10

- I do not have the impression that the use of French as a second language is a priority and that my superiors have decided to see to it: AV = 3.10
- my superiors never remind applicants of the language requirements for certain positions: AV = 3.05
- the efforts made to speak French do not seem to correspond to management's line of thinking: AV = 2.75
- my efforts to use French do not count in the performance evaluation made of me by my superiors: AV = 3.12
- my superior does not particularly like the fact that one colleague or another must undergo language training: AV = 3.43.

In brief, public servants thus deny that their superiors show little concern for the establishment of French in their department. But their disagreement is not all that pronounced. The two statements that they disagree with the most are the ones alleging that the immediate superior would not be very favourable to the use of French and that efforts to use French do not correspond to management's line of thinking.

c) Lack of reinforcement in second language use

The responses of English-speaking public servants indicate that they receive little reinforcement for second language use in the work setting (AV = 3.67). They are not discouraged from using French outright but they do feel a certain lack of appreciation for their efforts. In terms of answers given to statements pertaining to this component of the organizational setting, average scores showing a slight agreement with the following statements are found:

- French-speaking colleagues never show clearly whether or not they appreciate the fact that we can speak French (AV = 3.68) or that we speak French to them (AV = 3.58)
- when we speak French, French-speaking people answer in English to make things easier for us (AV = 3.74)
- in meetings, French-speaking people become impatient if we speak French because they find that it slows down the process (AV = 3.50)
- when we speak French to French-speaking members of the public, they prefer to continue the conversation in English (AV = 3.95)
- when we speak French to French-speaking members of the public, they are not very tolerant (AV = 3.43)
- when we speak French to French-speaking public servants, they prefer to carry on the conversation in English (AV = 3.86) or again they generally are not very tolerant (AV = 3.36).

This lack of reinforcement for the use of French is principally shown in the tendency of French-speaking people to answer in English (colleagues, the public, public servants) when English-speaking public servants try to speak French.

d) Lack of normative support from the unit in second language use

English-speaking public servants do not seem to find that their unit is a setting that informally resists the use of French, but their responses do not contradict this assertion either (AV = 3.94). However, a more pronounced disagreement is evident when the measures that could possibly be used to discourage someone from using French in the work setting are examined. Let us examine in detail how the public servant's

unit appears in a normative light (expected behaviour, sanctions to be taken against deviant behaviour):

- it is preferred that French-speaking colleagues use English as much as possible: AV = 3.51
- it is preferred that French not be used in the work setting: AV = 3.30
- there is no motivation to make the effort of speaking French: AV = 4.03
- it is felt that it is all right to make a French-speaking person speak English if one has problems in French: AV = 4.18
- to say something in English is more effective than to say it in French: AV = 3.73
- impatience sets in if a French-speaking colleague insists upon using French: AV = 3.19
- French-speaking people are always better off using English: AV = 2.86
- if a French-speaking colleague insists on communicating in French, he/she finds him-/herself isolated in the end: AV = 2.90
- in meetings, generally, time is not taken to have an idea expressed in French clarified, even if it has not been fully understood: AV = 2.79

The English-speaking public servant's unit seems therefore to be relatively neutral towards using French in the work setting, and, without being highly motivated toward speaking French, the English-speaking public servant will not discourage the use of French by others.

e) Use of French outside the work setting

English-speaking public servants rarely use French outside the work setting: $AV = 3.29^{97}$. It "very rarely" happens that they converse in French with members of their family ($AV = 2.42$), while it happens "occasionally" with friends or acquaintances ($AV = 3.83$). They "occasionally" watch French language television, or films, go to see French language entertainment, or read books, magazines or newspapers in French ($AV = 3.31$).

f) Suitability of job language requirements to duties

To what extent do English-speaking public servants feel their job's language requirements are justified by the actual activities involved? English-speaking public servants' opinions are split on the question (component 8: $AV = 3.53$). The statement to the effect that language requirements are not justified by daily work activities prompted 16% of the respondents to be in complete disagreement, 5% to be very much in disagreement, 33% to be in disagreement; a total of 54% of the English-speaking public servants thus disagreed with the statement. On the other hand, 46% of the English-speaking public servants agreed with this statement: 10% completely in agreement, 13% very much in agreement, and 16% in agreement.

g) Lack of encouragement to converse in the second language from native-speaker interlocutors

It was seen earlier that French-speaking people tended to reply in English when English-speaking public servants attempted to express themselves in French. It would also seem that French-speaking

⁹⁷ Response scale pertaining to this component:

0 = cannot answer
1 = never
2 = very rarely
3 = rarely

4 = occasionally
5 = frequently
6 = very frequently

people generally do not insist that they be spoken to in French (AV = 4.25). This perception of French-speaking people by English-speaking public servants is particularly true when applied to their French-speaking colleagues (AV = 4.79). French-speaking public servants from other divisions or departments do not insist that they be served in their language (AV = 4.18). Finally, the public does not insist on this either (AV = 3.73).

h) Opportunities for contact with the second language
with subordinates and within the unit

If indeed the number of French-speaking colleagues in the immediate group should constitute a factor in the exposure to the second language an English-speaking public servant receives, it seems that he/she has relatively few opportunities for contact with French with his/her subordinates and with his/her immediate work setting as a whole, his "unit". Only about 20% of his/her subordinates (component 10: AV = 2.57), and 20% of his/her unit (component 11: AV = 2.59) are indeed Francophones⁹⁸.

⁹⁸ Response scale for components 10 and 11:

- 0 = cannot answer
- 1 = no Francophones
- 2 = 1% - 20% are Francophones
- 3 = 21% - 40% are Francophones
- 4 = 41% - 60% are Francophones
- 5 = 61% - 80% are Francophones
- 6 = over 80% are Francophones

6.4.2 Organizational setting according to comments gathered during interviews

Part of the personal interview carried out with 40 English-speaking public servants having completed their language training was aimed at getting information from them on the elements of their organizational setting which seemed to them to be favourable to the maintenance and development of their acquired linguistic skills.

When English-speaking public servants are asked to name spontaneously things that have assisted or hindered them in developing their acquired language skills since the end of their training (this could range from personal feelings to departmental structures, including the attitude of people in the work environment, or in particular situations), some of the responses deal with organizational variables. They mainly concern people in their work environment (superiors and colleagues), opportunities to use French at work, and job requirements. Table 6.4-2- on the following page presents the number of spontaneous responses relative to various elements.

The data in table 6.4-2- are presented only to give an idea as to what is spontaneously mentioned by public servants. The attitude of superiors was mentioned 9 times as an encouraging factor and 5 times as a discouraging factor. Colleagues are sometimes helpful, sometimes harmful, as is the case for "clients" and the job itself. Finally, the public servants regret the lack of exposure to French in the work setting: it was mentioned 18 times, whereas they were pleased being exposed to it in 5 cases.

The interview also attempted to explore the public servants' view of 1) the usefulness of French in carrying out their functions, and in their relationships with colleagues; 2) the attitude and behaviour of their superiors towards the use of French in the work setting; 3) the attitude and behaviour of their colleagues towards the use of French in the work setting.

TABLE 6.4-2-

Favourable and unfavourable factors in maintaining acquired linguistic skills in the work setting, as offered spontaneously by English-speaking public servants

	<u>Frequency of Mention</u>
<u>Favourable Factors</u>	
- the attitude of superiors, their concrete support	9
- the attitude of colleagues, their concrete support	6
- "clients" co-operation (the public, public servants)	1
- the nature of the duties involved	1
- exposure to linguistic stimuli in the work setting	5
<u>Unfavourable Factors</u>	
- the attitude of superiors, their lack of co-operation	5
- the attitude of superiors and their lack of concrete support in using French	7
- the job requirements	3
- the lack of stimulation in French in the work setting (not enough exposure to French)	18

6.4.2.1 The usefulness of French

What usefulness does French have for the English-speaking public servant in the carrying out of his/her functions? To what extent can French be useful to him/her in his/her interactions with his/her Francophone colleagues?

Table 6.4-3- on the following page details the opinions expressed by public servants on these questions. At least insofar as the discharging of one's duties is concerned, the term "useful" should be understood to mean "necessary" and "functional or efficient".

The majority of responses thus indicated that the opinion is that French is useful, in one respect or another, for carrying out tasks, and few responses explicitly indicated the contrary. As for interactions with Francophone public servants, 2/3 of the responses indicate that French is somewhat useful, while the 1/3 explicitly states the opposite.

French, then, is viewed as useful in the work setting and in interactions with French-speaking colleagues, even though opinions are divided on this latter aspect. It is impossible, however, to determine the exact number of public servants represented by the number of responses observed. Reference must be made to the preceding sub-section (6.4.1) for a measure of the number of public servants who perceive their knowledge of French as useful.

With regard to the comments made by those interviewed, thirteen (13) people mentioned that everyone can speak English and that this reduces the need to use French. Eight (8) people also stated that they never need to use French. One (1) person mentions that French is not functional in his/her work because it slows down the process. One (1) person points out that all the technical terminology in his/her work was in English; using French, therefore, was not practical. Someone else suggested that the use of French was not functional because Francophones

TABLE 6.4-3-

View of the usefulness of French in the job and in interactions with French-speaking colleagues

Forms of Usefulness	Frequency of Mention			
	Useful		Useless	
	Necessary	Efficient	Not Necessary	Not Efficient
<u>In the job</u>				
- for assigning duties	10	10	2	1
- for being assigned duties	4	6	1	1
- for communicating evaluations	4	4	1	1
- for receiving evaluations	3	3	1	1
- for discussions and decision-making	4	4	1	1
- for interactions with the public	4	7		
- for writing in general	8	13		
- for interactions with Francophone colleagues	4	6		
- on the telephone	3	2		
- in social interactions	0	1		
- unspecified usefulness	6	0		
- do not know	3	0		
Sub-total	53	56	6	5
	Useful		Useless	
<u>In interactions with colleagues</u>				
- for a closer relationship with Francophones		19		
- for work		15		
- unspecified				15
Sub-total		34		15

speak to him/her in English even when he/she tries to speak French to them. Another (1) explains that everything has always been done in English in his/her department so that even Francophones have forgotten their French, that communications are mainly in English, and that the work can be done entirely in English; moreover, the attitude of the people in his/her entourage is one of getting the job done, and not giving him/her French lessons. One (1) other person remarked that a good excuse can always be found for not using French because of the "job requirements". Finally, one (1) public servant reports that knowing French was a source of friction between him-/herself and his/her French-speaking colleagues who have stopped speaking among themselves when he/she is present ever since they found out he/she could understand French.

Here are some comments made by people who believe in the usefulness of French.

"It makes the work atmosphere more pleasant, and results in better exchanges of information with other sections; I get better results when I make an effort to speak French". "My colleagues appreciate my interest and my efforts; at least I can show them I am trying to understand them and show them I am willing to meet them half-way." "It heightened the opinion my colleagues had of me." "For work purposes, it is practical for communicating with subordinates." "It is practical but only a limited vocabulary is needed." "80% of my staff is French-speaking but my command of French is limited; I do not feel confident and it is not efficient." "It is necessary in order to serve adequately the entire nation." "I always speak French to my secretaries but no one else in my unit speaks French."

6.4.2.2 The attitude and behaviour of superiors

What impression do English-speaking public servants have of their superiors' attitude towards the use of French in the work setting? What concrete gestures do their superiors make to express this attitude?

Table 6.4-4- lists the frequency of mention of favourable or unfavourable attitudes towards the use of French by the English-speaking public servants' superiors. The table gives the specific measures made by the superiors in this regard. This data presented takes into account the first official language of these superiors.

The results presented in table 6.4-4- indicate a favourable attitude by superiors in 34 responses out of a total of 49. Nevertheless, the attitude was judged to be passive in 7 of the responses, indifferent in 5 others, and unfavourable in 6 responses. The preceding section (6.4.1) should however be consulted for the percentage of public servants who believe their superiors support the use of French.

In their comments, English-speaking public servants have mentioned that:

"I find my superiors more willing to accept the idea of two languages than my subordinates." "My superiors manifest a favourable attitude, but it is difficult to establish French in an English-speaking setting." "My boss would not hire a single other person needing language training because he believes everyone should speak two languages." "Sometimes, several Anglophones, my superiors included, speak French spontaneously." "My boss makes an effort to speak French socially at lunch; some superiors even attempt to write their own letters in French."

Other comments were less positive:

"My immediate superior is for it, but those above him/her believe it to be a necessary evil because it is very expensive." "My superiors don't get involved much, although they have nothing against it." "My superior thinks it is a nuisance." "They abide by the letter of the law, but nothing more." "My superior attempted to dissuade me from taking courses." "My superior is very favourable, but it doesn't show in the way he acts." "No one is motivated to introduce language skill maintenance programs." "My superiors do all that is possible and

TABLE 6.4-4-

The actual attitudes and concrete gestures of English-speaking public servants' superiors towards using French in the work setting

	Francophone Superiors	Anglophone Superiors	Total
<u>View of Attitude</u>			
- very favourable	10	11	22
- fairly favourable	0	5	5
- favourable but passive	2	5	7
- indifferent	1	4	5
- unfavourable	1	5	6
- does not know	1	3	4
			49
<u>Concrete Gestures</u>			
- practically none	5	15	20
- bilingual memorandums at least	3	4	7
- frequently speaks French	5	5	10
- presents work documents in French	1	3	4
- occasionally speaks French	2	1	3

practical to conform to national programs. They are not necessarily convinced by the whole program, and they occasionally criticize the requirements for French."

Are superiors tolerant towards the English-speaking public servant's use of French? Are they a real support to him in perfecting his linguistic abilities. Table 6.4-5- on the following page reports the answers to these questions.

If some superiors lack tolerance when the English-speaking public servant tries to make out in French, if most tend to limit themselves to being tolerant and patient with him/her, quite a few also try to help the public servant, either by adjusting themselves to his/her rhythm or level of competence or by helping the public servant to correct his/her French.

In their comments, English-speaking public servants report that:

"I was told not to use my French." "My superior is furious at me for leaving the office two hours a week for French conversation sessions." "Personal initiative is not tolerated." "If I spoke French with them, they would think I had gone mad." "The language used depends on the ability required to efficiently do the work." "I feel complete acceptance and freedom, but I have never tried." "My boss isn't any better than I am." "Those who do speak French help us." "We all try to help one another but it's like the blind leading the blind."

6.4.2.3 The attitude and behaviour of colleagues

What view do English-speaking public servants have of their colleagues' attitude towards French at work? What concrete steps do the latter take to support their attitudes?

TABLE 6.4-5-

Behaviour of superiors towards English-speaking public servants using French in the work setting

Responses	Frequency of Mention
- all are rather intolerant	3
- most are intolerant	1
- all are merely tolerant	12
- most are tolerant	3
- half are tolerant	1
- some are tolerant	1
- all help in perfecting my knowledge through concrete measures	12
- most help in perfecting my knowledge through concrete measures	6
- half help in perfecting my knowledge through concrete measures	1
- some help in perfecting my knowledge through concrete measures	1
- is not applicable; does not know	8

Table 6.4-6- on the following page presents the frequency of mention of favourable or unfavourable attitudes towards the use of French by the English-speaking public servant on the part of colleagues. These data are presented with the first official language of these colleagues kept in mind. The table also presents the concrete steps made by these colleagues in the area of French usage.

Responses obtained during the interview showed favourable attitudes in 39 cases, although 13 of these answers described a passive attitude with no concrete measures. Indifference was mentioned 6 times and 7 unfavourable attitudes were found. In section 6.4.1, the number of public servants seeing the positive support of their colleagues can be found.

These are the comments passed on in the interviews by English-speaking public servants concerning the attitude of their colleagues:

"They don't oppose the idea, but after all, the unit is run in English." "It is not a very high priority on their list." "Relationships are now much more tense; there is jealousy." "They encourage me to learn but they remain intolerant." "Everything that is an added expenditure worries us. And French costs." "They refuse to speak French with me." "They see French as a necessary evil, but they believe that their children will have to learn French to get ahead. They are not enthusiastic but they all send their children to French immersion classes." "There is a better chance that younger colleagues will have a more positive attitude toward bilingualism." "Most English-speaking colleagues consider bilingualism requirements to be an obstacle to their career; they feel that those people who are already bilingual are one up on them." "The older public servants think they cannot resist the program. Others disagree with it on moral grounds. The younger ones are more positive and find the idea of learning pleasant."

TABLE 6.4-6-

The actual attitudes and concrete gestures of English-speaking public servants' colleagues towards using French at work

	Francophones	Anglophones	Total
<u>View of Attitudes</u>			
- very favourable	8	6	14
- fairly favourable	2	10	12
- favourable but passive	3	10	13
- indifferent	3	3	6
- unfavourable	2	5	7
- does not know	1	1	2
<u>Concrete Gestures</u>			
- none	3	17	20
- documents written in French	1	0	1
- participation in meetings in French	1	2	3
- speak French in informal exchanges	9	10	19
- are ready to learn French	0	2	2
- help to learn French	0	1	1

Positive comments:

"They are so favourable as to have French language units."
"The Anglophones seem more favourable to the establishment of French than the Francophones would be to the establishment of English." "Certain people tell themselves that, whether for promotion or personal reasons, they have to take French lessons." "They realize the need to learn."

Are colleagues viewed as being tolerant toward the English-speaking public servant who uses French? Do they help him/her improve his/her linguistic skills? Table 6.4-7- on the following page reports the answers to these questions.

Several responses thus indicate that public servants can count on real and concrete support from their colleagues to correct and improve their French. They can at least count on their colleagues' tolerance even when the latter cannot help them in a concrete way. Less often, the responses tell of colleagues' intolerance.

Comments from English-speaking public servants are:

"Francophones speak 'joul' deliberately so that I can't understand what they are saying." "Some Francophone colleagues refuse to speak to me in French because they think that students speak a 'pure' French and that I could see their mistakes." "They must find my French hesitant and strained." "They (the Francophones) are agreeable to my speaking French depending on how limited their own knowledge of English is." "Francophones appreciate my willingness to communicate with them in their language, but, probably to speed up the conversation, they reply in English." "If I start up a conversation in French with them, they will answer in French, even though they are very hesitant about doing so."

TABLE 6.4-7-

Behaviour of colleagues towards English-speaking public servants using French in the work setting

Responses	Frequency of Mention
- all are rather intolerant	3
- most are rather intolerant	2
- some are rather intolerant	2
- all are tolerant only	7
- most are tolerant only	2
- some are tolerant only	1
- all help me improve by concrete measures	12
- most help me improve by concrete measures	5
- half help me improve by concrete measures	1
- some help me improve by concrete measures	6
- is not applicable	4

SUMMARY OF SECTION 6.4

The study of the organizational milieu using the B-3 scale shows a situation of "psycho-social neutrality" towards the use of French by English-speaking public servants. Nothing actively discourages the use of French but nothing actively encourages such an initiative either. In such a case, the individual is left on his own and only particular circumstances or specific personality traits should be able to modify the course of events in one way or another. No other element of the actual organizational setting seems liable to play a determining role in second language use. The adherence of public servants to their unit is relatively weak and, to the same extent, informal norms held by their group are vague and cannot influence them as to the use of the second language. French is not very useful in participating (functional transactions with the unit, conflict resolution or decision-making). The recipients of a service in the second language are not very insistent the service be provided them in their language, nor do they show their satisfaction or tend to "reinforce" the behaviour when such a service is offered to them. The authorities are not over-zealous in encouraging the adoption of French at work. Opportunities for exposure to the second language in the work setting are rare, and the task does not always seem to demand the use of French that the language requirements of the jobs stipulate. In brief, it seems that the individual alone carries the psychological burden of the choice of his linguistic behaviour. However, as the interviews reveal, public servants will, most of the time, have the benefit of tolerance and concrete support from their superiors and colleagues when they take it upon themselves to use French.

6.5 WHAT PSYCHOLOGICAL OR PSYCHO-SOCIAL FACTORS ARE MOST LINKED TO
THE VIEW THAT PUBLIC SERVANTS HAVE OF SECOND LANGUAGE USE?

As in preceding chapters, the results of the intercorrelation matrix will be presented first in order to stress the factors that are significantly linked to the components of second language use. As this is an intermediate stage, this part is almost completely composed of tables, while the second part, presented in section 6.5.2, will report on the analysis of the most important relationships.

6.5.1 What factors are related to the different components
of second language use?

The following table (6.5.1-1-) presents all the correlations. Asterisks indicate correlations significant to .05 and .01. Only these last correlations are kept for the following statistical phase.

In the same table, the indexes correlating the same variables with the components of acquired linguistic skill maintenance have been included. These last results will be studied later on, in section 6.6.3.

TABLE 6.5.1-1-

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Socio-Biographical)					
	AGE	SEX	PROF. CAT.	PROF. STATUS	LEVEL OF ED.	SALARY CAT.
<u>SECOND LANGUAGE USE</u>						
1. Use of reading skills	-.04	.00	-.12	-.10	.15	.10
2. Use of writing skills	.07	.03	-.03	-.01	.01	-.00
3. Use of oral com. skills w. sub.	-.07	-.18	-.04	-.15	-.04	.14
4. Use of oral com. skills w. pub. serv. & public	.11	-.06	-.02	-.03	-.06	.01
5. Use of oral com. skills w. unit	.11	-.03	.08	.05	-.07	-.12
6. Use of all language skills w. superior	-.05	.05	.08	.03	-.00	-.05
7. Spontaneous 2 L. use	-.00	-.06	-.08	-.04	.04	.13
8. Present ease in 2 L.	.02	-.14	-.27**	-.05	.03	.16
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>						
1. Maintenance of written comp. ECL	-.08	-.03	-.01	.00	.14	-.06
2. Progress in writing skills	.02	.04	-.07	-.03	-.04	-.02
3. Progress in speaking skills	-.16	-.19*	-.07	-.16	.03	.17
4. Progress in reading skills	-.33**	-.16	-.20*	-.02	.19*	.19*
5. Progress in oral comprehension skills	.12	-.08	-.02	.01	.07	.04

Index of correlation significant to *.05, to **.01.

¹See section 3.1 of the Chapter on methodology for complete title and definition of each component.

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Linguistic Aptitudes)				
	NUMBER LEARNING	PHONETIC SCRIPT	SPELLING CLUES	WORDS SENTENCE	PAIRED ASSOCIATES
<u>SECOND LANGUAGE USE</u>					
1. Use of reading skills	-.00	.09	.06	.17	.01
2. Use of writing skills	.17	.07	.16	.10	.12
3. Use of oral com. skills w. sub.	-.39**	-.18	-.09	-.11	-.27**
4. Use of oral com. skills w. pub. serv. & public	-.04	.05	-.12	-.26**	-.15
5. Use of oral com. skills w. unit	-.09	-.02	-.09	-.16	.04
6. Use of all language skills w. superior	.15	.06	.09	.04	.01
7. Spontaneous 2 L. use	.07	.11	.02	-.07	-.05
8. Present ease in 2 L.	.06	.15	.10	.17	.00
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>					
1. Maintenance of written comp. ECL	.19*	.02	.00	.18	.15
2. Progress in writing skills	.20*	.23*	.20*	.18	.24**
3. Progress in speaking skills	-.10	.05	.13	-.00	.04
4. Progress in reading skills	.17	.26**	.27**	.18	.14
5. Progress in oral comprehension skills	.01	.08	.15	.06	.08

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Ling. Aptitudes & Knowledge)			
	AURAL COMP.	WRITTEN COMP.	SOUND DISCRIM.	SOUND SY. ASSOC.
<u>SECOND LANGUAGE USE</u>				
1. Use of reading skills	.26**	.12	.04	.03
2. Use of writing skills	.04	-.08	.04	.06
3. Use of oral com. skills w. sub.	-.10	-.03	-.02	-.13
4. Use of oral com. skills w. pub. serv. & public	.05	-.02	-.02	-.28**
5. Use of oral com. skills w. unit	-.07	.04	-.12	-.13
6. Use of all language skills w. superior	.32**	.11	-.01	-.04
7. Spontaneous 2 L. use	.03	-.01	.09	.04
8. Present ease in 2 L.	.25**	.17	.08	.13
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>				
1. Maintenance of written comp. ECL	-.05	.07	-.04	.24**
2. Progress in writing skills	.21*	.11	.15	.11
3. Progress in speaking skills	.30**	.25**	.01	-.01
4. Progress in reading skills	.14	.21*	.19*	.11
5. Progress in oral comprehension skills	.20*	.22*	.00	.04

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING

- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Concept of Self-T.S.C.S.)			
	IDENTITY	SELF-SATIS.	PERSONAL SELF	SOCIAL SELF
<u>SECOND LANGUAGE USE</u>				
1. Use of reading skills	.08	.03	.14	.04
2. Use of writing skills	.15	.11	.16	.14
3. Use of oral com. skills w. sub.	.09	-.05	.14	.00
4. Use of oral com. skills w. pub. serv. & public	.14	.11	.18	.15
5. Use of oral com. skills w. unit	.13	.20*	.16	.13
6. Use of all language skills w. superior	.16	.15	.17	.09
7. Spontaneous 2 L. use	.25**	.18	.22*	.19*
8. Present ease in 2 L.	.26**	.25**	.26**	.26**
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>				
1. Maintenance of written comp. ECL	.13	.05	-.03	.02
2. Progress in writing skills	.25**	.22*	.20*	.12
3. Progress in speaking skills	.26**	.16	.31**	.11
4. Progress in reading skills	.19*	.14	.19*	.12
5. Progress in oral comprehension skills	.27**	.19*	.24**	.16

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING

- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Concept of Self-T.S.C.S.)			
	TOTAL CONFLICT	NET CONFLICT	VARIA- TION	DISTRI- BUTION
<u>SECOND LANGUAGE USE</u>				
1. Use of reading skills	-.22**	.10	-.25**	-.04
2. Use of writing skills	-.06	-.11	-.21*	-.08
3. Use of oral com. skills w. sub.	-.12	-.16	-.11	-.06
4. Use of oral com. skills w. pub. serv. & public	-.20*	.00	-.26**	.02
5. Use of oral com. skills w. unit	-.15	.11	-.20*	.08
6. Use of all language skills w. superior	.00	.09	-.24**	.08
7. Spontaneous 2 L. use	-.11	-.04	-.20*	.15
8. Present ease in 2 L.	-.28**	.09	-.26**	.26**
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>				
1. Maintenance of written comp. ECL	.01	.05	.09	-.00
2. Progress in writing skills	-.00	.02	-.19*	.21*
3. Progress in speaking skills	-.05	-.04	-.24**	.17
4. Progress in reading skills	-.01	.02	-.22*	.15
5. Progress in oral compre- hension skills	-.04	.03	-.22*	.14

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (ROKEACH Values)					
	AMBITIOUS	BROAD-MINDED	CAPABLE	CHEERFUL	CLEAN	CON-VICTION
<u>SECOND LANGUAGE USE</u>						
1. Use of reading skills	-.20*	.02	-.04	.15	.10	-.17
2. Use of writing skills	-.12	.03	.06	-.00	-.03	-.05
3. Use of oral com. skills w. sub.	-.06	-.01	-.04	.11	-.11	.13
4. Use of oral com. skills w. pub. serv. & public	-.32**	-.18	.05	.22*	-.04	-.05
5. Use of oral com. skills w. unit	.14	-.22*	.14	-.10	-.07	.07
6. Use of all language skills w. superior	-.10	-.02	.09	.11	.05	-.00
7. Spontaneous 2 L. use	.00	-.13	.16	-.02	.03	-.17
8. Present ease in 2 L.	-.08	-.11	.09	.06	.15	-.07
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>						
1. Maintenance of written comp. ECL	.31**	.27**	.04	-.09	.00	.02
2. Progress in writing skills	-.17	.02	-.08	.16	.02	-.10
3. Progress in speaking skills	-.22**	-.07	-.12	.18	.05	.00
4. Progress in reading skills	-.16	-.02	-.02	.18	.07	-.17
5. Progress in oral comprehension skills	-.19*	-.18	.01	.10	.00	-.00

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

1 COMPONENTS	Independent Variables (ROKEACH Values)					
	INDUL- GENT	OBLIGING	HONEST	IMAGIN- ATIVE	INDE- PENDENT	INTEL- LECTUAL
<u>SECOND LANGUAGE USE</u>						
1. Use of reading skills	.08	.16	.05	-.21*	-.08	-.18
2. Use of writing skills	.10	.00	-.01	-.00	-.05	-.07
3. Use of oral com. skills w. sub.	.14	.07	.10	-.12	.02	-.02
4. Use of oral com. skills w. pub. serv. & public	.11	.20*	.05	-.19*	-.11	-.05
5. Use of oral com. skills w. unit	.04	.02	.09	-.12	-.02	.04
6. Use of all language skills w. superior	-.07	-.07	-.01	-.18	-.04	-.02
7. Spontaneous 2 L. use	.06	.11	.11	-.17	-.09	.03
8. Present ease in 2 L.	-.01	.18	.13	-.37**	-.11	-.06
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>						
1. Maintenance of written comp. ECL	-.17	-.23*	-.16	-.02	-.25**	.02
2. Progress in writing skills	.01	.14	.13	-.10	-.07	-.18
3. Progress in speaking skills	.08	.28**	.14	-.20*	-.08	-.10
4. Progress in reading skills	-.01	.21*	.05	-.14	-.14	-.18
5. Progress in oral comprehension skills	.07	.18	.08	-.11	-.03	-.10

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING

- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (ROKEACH Values)					
	LOG-ICAL	LOVING	OBEDI-ENT	POLITE	RESPON-SIBLE	SELF-CONTROLLED
<u>SECOND LANGUAGE USE</u>						
1. Use of reading skills	-.05	.11	.15	.00	.05	.17
2. Use of writing skills	.13	-.12	.06	-.08	-.07	.26**
3. Use of oral com. skills w. sub.	-.22*	.24**	-.13	-.12	.04	-.02
4. Use of oral com. skills w. pub. serv. & public	-.05	.22*	.09	.11	.08	-.03
5. Use of oral com. skills w. unit	-.09	.00	.14	-.01	.21*	-.19*
6. Use of all language skills w. superior	.11	.03	.09	.21*	-.10	.05
7. Spontaneous 2 L. use	.11	-.03	.04	-.01	.09	-.12
8. Present ease in 2 L.	-.07	.04	.18	.06	.16	-.03
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>						
1. Maintenance of written comp. ECL	.11	-.03	-.24**	-.11	-.00	-.10
2. Progress in writing skills	.10	-.01	.16	.12	-.05	-.05
3. Progress in speaking skills	.01	.12	.18	-.08	-.01	-.06
4. Progress in reading skills	.03	.00	.34**	.07	.13	-.06
5. Progress in oral comprehension skills	.12	-.06	.19*	-.03	.08	-.08

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES
for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE
WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL
MAINTENANCE

COMPONENTS ¹	Independent Variables (Attitudes & Motivation)			
	INTEGRATIVE MOTIVATION	INSTRUMENTAL MOTIVATION	ATTITUDE/ 2 L. LEAR.	ATTITUDE/ OTHER GROUP
<u>SECOND LANGUAGE USE</u>				
1. Use of reading skills	.34**	.10	.32**	.34**
2. Use of writing skills	.18	.06	.25**	.27**
3. Use of oral com. skills w. sub.	.27**	.09	.33**	.25**
4. Use of oral com. skills w. pub. serv. & public	.14	.11	.16	.27**
5. Use of oral com. skills w. unit	.26**	-.12	.38**	.25**
6. Use of all language skills w. superior	.26**	.20*	.22*	.28**
7. Spontaneous 2 L. use	.24**	-.01	.32**	.28**
8. Present ease in 2 L.	.29**	.00	.35**	.25**
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>				
1. Maintenance of written comp. ECL	-.11	.08	.16	.09
2. Progress in writing skills	.20*	.02	.31**	.32**
3. Progress in speaking skills	.20*	.00	.22*	.23**
4. Progress in reading skills	.23**	.08	.29**	.27**
5. Progress in oral compre- hension skills	.29**	-.05	.32**	.30**

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Attitudes & Motivation)		
	INTEREST FOR. LANG.	SUPPORT FAM./FRIENDS	ANXIETY 2 L. USE
<u>SECOND LANGUAGE USE</u>			
1. Use of reading skills	.45**	.27**	-.35**
2. Use of writing skills	.33**	.20*	-.26**
3. Use of oral com. skills w. sub.	.20*	.33**	-.37**
4. Use of oral com. skills w. pub. serv. & public	.23**	.31**	-.40**
5. Use of oral com. skills w. unit	.22*	.31**	-.26**
6. Use of all language skills w. superior	.25**	.24**	-.15
7. Spontaneous 2 L. use	.31**	.30**	-.48**
8. Present ease in 2 L.	.36**	.22*	-.74**
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>			
1. Maintenance of written comp. ECL	.08	.08	-.02
2. Progress in writing skills	.36**	.23**	-.36**
3. Progress in speaking skills	.22**	.23**	-.49**
4. Progress in reading skills	.40**	.25**	-.43**
5. Progress in oral comprehension skills	.34**	.26**	-.44**

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

COMPONENTS ¹	Independent Variables (Organizational Milieu)				
	ADHERENCE UNIT	USEFULNESS 2 L.	LACK SUP. AUTHORITY	LACK RE-ENF.	LACK SUP. UNIT
<u>SECOND LANGUAGE USE</u>					
1. Use of reading skills	.36**	.34**	-.31**	-.17	-.36**
2. Use of writing skills	.21*	.28**	-.09	-.18	-.14
3. Use of oral com. skills w. sub.	.11	.30**	-.10	-.23**	-.25**
4. Use of oral com. skills w. pub. serv. & public	.16	.31**	-.19*	-.08	-.29**
5. Use of oral com. skills w. unit	.04	.30**	-.11	-.33**	-.31**
6. Use of all language skills w. superior	.19*	.28**	-.46**	-.10	-.41**
7. Spontaneous 2 L. use	.17	.28**	.12	-.09	-.06
8. Present ease in 2 L.	.09	.25**	.04	-.19*	.01
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>					
1. Maintenance of written comp. ECL	.04	-.06	.09	.19*	.05
2. Progress in writing skills	.19*	.27**	-.11	-.12	-.12
3. Progress in speaking skills	.31**	.29**	-.16	-.14	-.09
4. Progress in reading skills	.42**	.25**	-.15	-.09	-.10
5. Progress in oral comprehension skills	.17	.30**	-.04	-.10	-.09

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES
for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE
WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL
MAINTENANCE

COMPONENTS ¹	Independent Variables (Organizational Milieu)		
	RESISTANCE LEAVE UNIT	2 L. USE OUTSIDE WORK	LANGUAGE REQUIREMENTS
<u>SECOND LANGUAGE USE</u>			
1. Use of reading skills	.04	.45**	-.28**
2. Use of writing skills	.02	.42**	-.30**
3. Use of oral com. skills w. sub.	-.01	.33**	-.06
4. Use of oral com. skills w. pub. serv. & public	-.08	.34**	-.29**
5. Use of oral com. skills w. unit	.02	.25**	-.15
6. Use of all language skills w. superior	.08	.29**	-.25**
7. Spontaneous 2 L. use	-.19	.49**	-.25**
8. Present ease in 2 L.	-.27**	.47**	-.06
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>			
1. Maintenance of written comp. ECL	-.02	.23*	-.14
2. Progress in writing skills	-.03	.45**	.35**
3. Progress in speaking skills	-.20*	.48**	.44**
4. Progress in reading skills	-.12	.54**	.37**
5. Progress in oral comprehension skills	-.21*	.49**	.42**

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL MAINTENANCE

1 COMPONENTS	Independent Variables (Organizational Milieu)		
	LACK INTER. REQUEST	OPPORT. CONTACT SUBORDINATES	OPPORT. CONTACT UNIT
<u>SECOND LANGUAGE USE</u>			
1. Use of reading skills	-.18*	.13	.18
2. Use of writing skills	-.21*	.13	.20*
3. Use of oral com. skills w. sub.	-.08	.45**	.29**
4. Use of oral com. skills w. pub. serv. & public	.02	.31**	.32**
5. Use of oral com. skills w. unit	-.05	.21*	.38**
6. Use of all language skills w. superior	-.07	.08	.25**
7. Spontaneous 2 L. use	.02	.04	.17
8. Present ease in 2 L.	.02	.03	.01
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>			
1. Maintenance of written comp. ECL	-.04	.11	.05
2. Progress in writing skills	-.02	.08	.25**
3. Progress in speaking skills	.07	.21*	.28**
4. Progress in reading skills	.01	.08	.20*
5. Progress in oral compre- hension skills	.03	.23*	.28**

TABLE 6.5.1-1- (continued)

Intercorrelations between INDEPENDENT VARIABLES and CRITERIA VARIABLES
for the AFTER study (English-speaking public servants).

CRITERIA VARIABLES: - COMPONENTS OF SECOND LANGUAGE USE IN THE
WORK SETTING
- COMPONENTS OF ACQUIRED LANGUAGE SKILL
MAINTENANCE

COMPONENTS ¹	Independent Variables (ECL Lang. Knowledge)				
	READING	WRITING	UNDER- STANDING	SPEAKING	READING AFTER
<u>SECOND LANGUAGE USE</u>					
1. Use of reading skills	.11	.18	.11	.29**	.08
2. Use of writing skills	.02	.20*	.21*	.16	.02
3. Use of oral com. skills w. sub.	.01	.09	.16	.19*	-.04
4. Use of oral com. skills w. pub. serv. & public	-.00	.02	.15	.17	-.03
5. Use of oral com. skills w. unit	-.20*	-.16	-.13	-.08	-.23*
6. Use of all language skills w. superior	-.13	-.08	-.15	-.05	-.10
7. Spontaneous 2 L. use	-.10	.06	.09	.05	-.01
8. Present use in 2 L.	.29**	.25**	.38**	.34**	.25**
<u>ACQUIRED LANGUAGE SKILLS MAINTENANCE</u>					
1. Maintenance of written comp. ECL	-.31**	.12	-.13	-.10	.30**
2. Progress in writing skills	.01	.22*	-.03	.14	.11
3. Progress in speaking skills	-.06	.11	-.01	.03	.07
4. Progress in reading skills	.15	.20*	.06	.17	.29**
5. Progress in oral comprehension skills	-.09	.04	.01	.03	.04

6.5.1.1 How many factors or variables have significant relations with components of second language use?

Sixty-four individual variables were related to 8 components of second language use. Of 512 possible variables, 107 have a significant correlation of .01, that is 20%. The number of significant correlations at .05 is 35 (6%).

6.5.1.2 What is the strength of the correlation coefficients?

If the significant correlations are divided into four groups, the following data will be obtained:

- correlation of .19 and less:	4%
- correlation between .20 and .29:	60%
- correlation between .30 and .39:	26%
- correlation of .40 and over:	7%

The majority of correlations (60%) fall between .20 and .29. In general, then, the relations between components of second language use and the various independent variables is slight. However, 26% are high (.30 and .39) and 7% are quite high.

6.5.1.3 What kind of individual variables are most often significant correlations?

Of 142 significant correlations;

- .31% involve components of the organizational setting,
- .30% involve attitude and motivation factors,
- .13% involve the variables of the concept of self,
- .10% involve variables linked with values,
- .7% involve performance measurement,
- .3% involve linguistic aptitudes
- .1% involve socio-biographical characteristics.

Clearly, it is the components of the organizational setting and attitude and motivation factors which have the largest number of significant relations with second language use. The dimensions of the concept of self and values also are part of a significant relation in 13% and 10% of the cases, respectively. Linguistic aptitudes and socio-biographical characteristics are, on the whole, only slightly linked to second language use.

6.5.1.4 What components of second language use have the most number of significant correlations with individual variables?

Here is the list of components and the number of significant correlations (to .01 and to .05):

- present ease in second language	25
- use of oral communication skills with pub. serv. & public	20
- use of oral communication skills with unit	19
- use of reading skills	19
- use of oral communication skills with subordinates	16
- use of writing skills	15
- use of all linguistic skills with superiors	15
- spontaneous use of the second language	13

The number of significant correlations varies very little for all use components except that of "present ease in second language" where 25 are found, and for "spontaneous use of the second language" with 13 significant indications. The next part of our analysis will enable us to identify, using multiple regression, the groupings of significant variables actually contributing to the explanation of each use component.

6.5.2 Which are the most important factors?

In the preceding section we have seen what factors were significantly linked to the components of second language use in the work setting.

The multiple regression⁹⁹ technique now enables us to analyse the relative importance of these variables, taking into consideration the links between them. In order to better understand the purpose of this stage, the objective of the AFTER study must be remembered, namely to discover which elements favourably or unfavourably determine the rate of second language use at work. We have postulated that psycho-social factors influence the rate of use of French at work. In an earlier section (section 6.1), we described to what extent English-speaking public servants put their French to use in their work setting, as well as the use of French in the work setting. We would now like to identify which psycho-social variables best explain the variations observed in the use of French at work. By explaining the variation, we mean that a variable considered in relation to other variables would enable us to predict the lesser or greater use of French at work as seen by public servants.

Our analysis is based on eight of the components of French use previously described. Components 8 and 9 from the original series have been excluded from the analysis because one of them (second language use before the LTP) does not correspond with the objective of this section, and the other (the relative efficiency with which duties are carried out in the first and second official languages) is not, properly speaking, a component of language use.

6.5.2.1 What proportion of the variance is explained?

Table 6.5.1-2- on the following page shows to what extent the variation in the use of French language skills can be understood by combining the variations in other variables.

⁹⁹ For a detailed explanation of this technique, see the "SPSS Manual".

TABLE 6.5.1-2-

Proportion of the Variance Explained for Each
Component of Second Language Use at Work

COMPONENT	% of Variance
1. Use of reading skills	43
2. Use of writing skills	38
3. Use of oral com. skills/sub.	42
4. Use of oral com. skills/pub. serv. & public	48
5. Use of oral com. skills/unit	51
6. Use of all ling. skills/sup.	37
7. Spontaneous use 2 L.	38
8. Present ease in 2 L.	66

The data presented in Table 6.5.2-2- indicate that for all our components of French language use, a very high rate of variation can be predicted. Since it is already known that English-speaking public servants make little use of French at work, we are now in a position to single out the elements in their situation which could account for this low rate of use. This is what the following pages will be devoted to.

6.5.2.2 What type of variable is preponderant in explaining the variance of components of French language use at work?

Table 6.5.1-3- on the following pages presents in condensed form the proportion of the variance explained by each variable, for each component of French language use at work. It should be noted, however, that only the psycho-social variables explaining 1% and more of the variance have been retained.¹⁰⁰

From this table, it can clearly be seen that linguistic aptitudes, as well as the concept of self, have little to do with the use of French at work. Out of a total of 57 important relations observed, the linguistic aptitudes (MLAT) only come into play 3 times, and each time with the same component of French language use. The PLAB result only comes into play once.

The variables of the concept of self are also of little importance in the variation of second language use by English-speaking public servants (3 times out of 57).

The English-speaking public servants' values have the greatest interaction with components of second language use at work by anglophones. For 57 important relations observed, they come into play 8 times, and they concern 6 use components.

¹⁰⁰ From here on in, "important" relations will be those existing between these variables and the second language use components.

TABLE 6.5.1-3-

Variables that stand out* in the explanation of 8 components of SECOND LANGUAGE USE by English-speaking public servants of the AFTER sampling

Psycho. and psycho-social variables	Components of SECOND LANGUAGE USE and % of variance							
	Use READ.	Use WRIT.	Use Sub.	Oral P.S.	Com. Skills pub. unit	Use all lang. sk/sup.	Spont. use L2	Present ease in L2
<u>Psychological traits</u>								
- <u>linguistic aptitude:</u>								
. paired assoc. (MLAT)			.06					
. number learning (MLAT)			.01					
. words in sentence (MLAT)			.07					
. sound sy. assoc. (PLAB)				.02				
- <u>concept of self:</u>								
. total conflict								
. variation	.01							
. self-satisfaction					.01			
- <u>instrumental values:</u>								
. ambitious	.02			.05				
. self-controlled					.04			
. logical		.04	.01					.02
. polite								
. broad-minded					.04			
. responsible					.01			

* Only the variables explaining 1% and more of the variance are presented here. Detailed data can be found in Appendix 3.

TABLE 6.5.1-3- (cont'd)

* Variables that stand out in the explanation of 8 components of SECOND LANGUAGE USE by English-speaking public servants of the AFTER sampling

Psycho. and psycho-social variables	Components of SECOND LANGUAGE USE and % of variance							
	Use READ.	Use WRIT.	Use Sub.	Oral P.S.	Com. Skills pub. unit	Use all lang. sk/sup.	Spont. use L2	Present ease in L2
<u>- organizational setting:</u>								
. lack support higher up						.21		
. lack support within unit	.08			.02	.01			
. 2L use outside work	.03	.17		.01		.01	.24	.02
. adherence unit	.01							
. lack inter. encouragement	.02	.02		.03			.02	
. lang. requirements		.04			.04	.05		
. lack reinf. 2L use								
. 2L attitudes for org.		.01						
. opport. for 2L contact unit		.01		.06	.10	.03		
. opport. for 2L contact subord.			.17				.02	.02
. resist. leave work setting								
<u>- attitudes and motivations:</u>								
. interest for for. lang.	.20							
. attitudes toward 2L learning	.01		.01		.14			
. integ. motivation		.01						
. attitudes toward other lang. gr.		.02						
. anxiety linked to 2L use			.09	.16			.07	.55
. support from family/friends			.03		.01			.01
<u>Linguistic academic performance</u>								
<u>- results of ECL, end of LTP:</u>								
. ability to understand		.02						.02
. ability to speak	.05							
. ability to read					.04			

The views English-speaking public servants have of their organizational setting come into play in 42% (24/57) of the important relations observed. They related to all components of second language use at work by English-speaking public servants, with an average proportion of the explained variance of 6%.

The attitudes and motivations of English-speaking public servants come into play in 22% (13/57) of the important relations observed; they relate to 7 components of French language use in the work setting, with an average proportion of the explained variance of 10%.

Finally, the ECL results at the end of language training come into play 4 times in the important relations observed.

6.5.2.3 From what psycho-social variables can English-speaking public servants' views of second language use in the work setting best be predicted?

Table 6.5.1-4- on the following pages presents the results of the multiple regression equations for each component of French language use at work. These tables repeat the overall results from Table 6.5.1-3- and also give 1) the cumulation of the proportions of the variance explained by the variables retained; 2) the multiple correlation coefficient; and 3) the simple correlation coefficient of the variables retained with each component of French language use at work. Following these tables, the results of each component of French use at work will be discussed.

TABLE 6.5.1-4-

The Most Important* Variables in the Explanation of the Component

1. USE OF READING SKILLS IN 2 L. by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. Interest in foreign lang.	.20	.20	.45	.45
2. Lack support unit	.08	.29	.54	-.36
3. ECL/LKE spoken	.05	.34	.58	.27
4. 2 L. use outside work	.03	.38	.61	.45
5. Ambitious	.02	.40	.63	-.18
6. Adherence unit	.01	.42	.65	.36
7. Lack interlocutors' requests	.02	.44	.66	-.18
8. 2 L. learning attitudes	.01	.45	.67	.32
9. Lang. requirements	.00	.46	.68	-.27
10. Lack reinforcement 2 L. use	.00	.47	.68	-.17
11. Total conflict	.00	.47	.68	-.21
12. Variation	.01	.48	.69	-.24

N.B. Only the significant variables representing a 1% (.01) and over difference in the variance have been retained.

*Results of the multiple regression by stages (see the "SPSS Manual" for a detailed description of this technique and the programming followed).

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

2. USE OF WRITING SKILLS IN 2 L. by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. 2 L. use outside work	.17	.17	.41	.41
2. Self-control	.04	.22	.47	.23
3. Language requirements	.04	.26	.51	-.30
4. ECL/LKE comprehension	.02	.29	.53	.20
5. Lack inter. requests	.02	.31	.55	-.21
6. Integrative motivation	.01	.32	.57	.17
7. Other lang. group's attitudes	.02	.35	.59	.27
8. Usefulness 2 L. for organiz.	.01	.36	.60	.28
9. Opport. 2 L. contacts in unit	.01	.37	.61	.20

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

3. USE OF ORAL COMMUNICATION SKILL IN 2 L. WITH SUBORDINATES by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. Opport. 2 L. contacts w. subord.	.17	.17	.41	.41
2. Anxiety 2 L. use	.09	.26	.51	-.35
3. Paired associates	.06	.32	.57	-.24
4. Family/friends' support	.03	.36	.60	.31
5. Logical	.01	.38	.61	-.19
6. 2 L. learning attitudes	.01	.40	.63	.32
7. Number learning	.01	.41	.64	-.23

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

4. USE OF ORAL COM. SKILLS IN 2 L. WITH PUB. SERV. & PUBLIC by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. Anxiety 2 L. use	.16	.16	.40	-.40
2. Words in sentence	.07	.24	.49	-.24
3. Opport. 2 L. contacts w. unit	.06	.30	.55	.31
4. Ambitious	.05	.35	.59	-.30
5. Lang. requirements	.03	.38	.62	-.29
6. Sound symbol association	.02	.41	.64	-.24
7. Lack support from unit	.02	.43	.65	-.29
8. 2 L. use outside work	.01	.45	.67	-.34

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

5. USE OF ORAL COM. SKILLS WITH UNIT by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. 2 L. learning attitudes	.14	.14	.38	.38
2. Opport. 2 L. contacts in unit	.10	.24	.49	.38
3. Lack re-enforce. 2 L. use	.04	.29	.54	-.33
4. ECL/LKE READING (end LTP)	.04	.33	.58	-.19
5. Broad-minded	.04	.37	.61	-.19
6. Self-controlled	.04	.41	.64	-.17
7. Lack support unit	.01	.43	.66	-.31
8. Responsible	.01	.45	.67	.19
9. Self-satisfaction	.01	.47	.68	.20
10. Family/friends' supports	.01	.48	.69	.30

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

6. USE OF ALL 2 L. SKILLS WITH IMMEDIATE SUPERIOR by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. Lack support authority	.21	.21	.46	-.46
2. Lack reinforcement 2 L. use	.05	.27	.52	.28
3. Opport. 2 L. contacts in unit	.03	.30	.55	.25
4. Polite	.02	.33	.57	.18
5. 2 L. use outside work	.01	.34	.58	.29

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

7. SPONTANEOUS USE OF 2 L. by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. 2 L. use outside work	.24	.24	.49	.49
2. Anxiety 2 L. use	.07	.32	.56	-.48
3. Lang. requirements	.02	.34	.58	-.25
4. Resistance leave unit	.02	.37	.61	-.19

TABLE 6.5.1-4- (continued)

The Most Important Variables in the Explanation of the Component

8. PRESENT EASE IN 2 L. USE by the English-speaking public servants of the AFTER sampling.

Variable Retained	% of the Explained Variance	% Cumulated of this Variance	R Multiple Correlation	r Simple Correlation
1. Anxiety 2 L. use	.55	.55	.74	-.74
2. Resistance leave unit	.02	.58	.76	-.27
3. 2 L. use outside work	.02	.60	.77	.47
4. ECL/LKE comprehension	.02	.62	.79	.33
5. Family/friends' support	.01	.64	.80	.22

a) Use of second language reading skills¹⁰¹

The set of factors retained for the analysis provides an explanation for nearly half of the variance in the use of reading skills in French at work by English-speaking public servants. Of these factors, interest in foreign languages alone explains 20% of the variance; combined with the support of the unit for second language use at work, it accounts for 29% of the variance.

The performance in the ECL "speaking" subtest, second language use outside the work setting, the importance given to being ambitious or hard-working,¹⁰² adherence to the unit, and the insistence of the public servant's interlocutors on using French further explain the variance in French reading skills (15% of the explained variance).

It will be remembered (see section 6.3) that interest in foreign languages on the part of English-speaking public servants is moderate, even though it represents one of their most positive attitudes. On the other hand, it is known that English-speaking public servants see their units as failing to provide full support to the use of French at work (see section 6.4).

Interest in foreign languages, then, seems to be an important and slightly positive element in the problem of the use of reading skills in French in the work setting. On the other hand, the lack of support from the unit in using French at work seems to be a slightly negative factor, even though it is less important than the "interest in foreign languages" factor as a determinant of the variation in using second language reading skills.

¹⁰¹ English-speaking public servants use their second language reading skills for less than 20% of the reading they do in carrying out their work (see section 6.1).

¹⁰² The values are ordered from most important (rank 1) to least important (rank 18). The highest numbers, then, represent the least important values. A negative correlation with a use component indicates that the less important the value (has a higher number) the less frequent the use.

With regard to the other variables,¹⁰³ which, when taken individually, add little to understanding the variance in the use of second language reading skills - they represent, nevertheless, unfavourable conditions for the use of these skills: second language use outside the work setting is rare, English-speaking public servants' interlocutors do not insist on using their native language, English-speaking public servants consider the value "ambitious" as very minor (15th rank). Only the "adherence to unit" variable represents a slightly positive condition with respect to the use English-speaking public servants make of their reading skills in the second language.

b) The use of second language writing skills¹⁰⁴

Nearly 40% of the variance in the use of second language writing skills can be explained by the factors that have been analysed. "Second language use outside the work setting" is the factor that stands out as having the greatest explaining power (.17). It is already known that English-speaking public servants rarely use the second language outside the work setting; this factor represents an important unfavourable condition with respect to their not using their second language writing skills at work.

Other variables, such as the value "self-control", the feeling that job requirements and official language requirements (B3 scale) do not match, the ability to understand spoken French as measured by the ECL, and the fact that Francophone interlocutors do not insist on communicating in their native language are relatively less decisive in the variance of use of second language writing skills. The English-speaking public servants' position with regard to these various determinants of use result in these factors playing a negative, positive, or neutral part in the use English-speaking public servants presently make of their ability to write in French. Therefore, the little importance given

¹⁰³ See section 6.2 for results of the values scale, and section 6.4 for views of the organizational setting.

¹⁰⁴ English-speaking public servants use French for less than 20% of what they write in the carrying out of their duties (see section 6.1).

to the value "self-controlled, disciplined", as well as their observing that Francophones do not insist on communicating in their own language¹⁰⁵ might contribute to their low rate of use of writing skills in French. Their neutral feelings about the match-up between the official language requirements for their job and the actual skills required by the job¹⁰⁶ constitute neither a positive nor a negative factor in the rate of use observed. For the average English-speaking public servant, this view only maintains the rate of use at the level resulting from the effect of other factors.

c) The use of second language oral communication skills with subordinates¹⁰⁷

More than 40% of the variance for this use component is explained by the factors analysed. Among these, the number of francophones in the subordinate group (opportunities for second language contact with subordinates) stands out as being an important factor for the variance of this use component. Anxiety in using the second language appears to be less important, and the performance in the MLAT "paired associates" test,¹⁰⁸ as well as the support given by the family and friends, seem to be less decisive in the variance of this component.

Taking into account the importance of the number of Francophone subordinates in the variance of the use of oral communication skills in the second language with subordinates, it would appear that the low number of Francophone subordinates presently constitutes an important negative condition regarding the oral use of French at this level for English-speaking public servants.

¹⁰⁵ See section 6.4.

¹⁰⁶ Idem.

¹⁰⁷ English-speaking public servants use French for about 20% of their total communications with subordinates (see section 6.1).

¹⁰⁸ Low number scores indicate a greater aptitude.

The anxiety felt by English-speaking public servants in using the second language is not high.¹⁰⁹ This low level of anxiety constitutes a positive factor in the use of oral communication skills with subordinates, even though this is not a very important element in the variation of this component. On the other hand, the support given to English-speaking public servants by their family and friends is neutral;¹¹⁰ the use they make of their French in oral communications with subordinates is neither favourable nor unfavourable, for the average English-speaking public servant.

d) The use of oral communication skills with the public and public servants¹¹¹.

The anxiety rate in using the second language by itself explains 16% of the variance in the use of oral communication skills with the public and public servants. Close to 50% of the variance of this component can be explained by the various psycho-social variables we have defined.

It is the ability tested by the MLAT sub-test "words in sentences", the number of francophones in the unit, and the importance placed on the value "ambitious" that are the second most influential factors in the use of French in communicating orally with the public and public servants.

Keeping in mind that English-speaking public servants do not feel anxious in using their second language, this important condition for the use of French with public servants and the public also turns out to be a positive element in the use component "French at work".

The number of French-speaking colleagues in the unit is small (20%)¹¹² and thus constitutes a negative factor in second language use with public servants and the public. The place (15th rank) given to the

¹⁰⁹ See section 6.3.

¹¹⁰ Idem.

¹¹¹ English-speaking public servants use French in less than 20% of their oral communication with the public and public servants from other departments and divisions.

¹¹² See section 6.4.

value "ambitious" by English-speaking public servants in their value scale is known, and this is also a negative element in the use of the second language in oral communications with the public and public servants. Finally, the fact that English-speaking public servants have no definite feelings either way about how the official language requirements and the actual on-the-job requirements agree make this a neutral factor in the use of French observed in English-speaking public servants in their interactions with public servants from other departments and the public.

e) The use of oral communication skills within the unit¹¹³

Almost 50% of the variance in the use of French in oral communication within the unit can be explained by the variables studied.

The attitudes towards learning French and the number of French-speaking public servants in the unit serve to explain 24% of the variance. They are therefore important variation factors. The C scale revealed that English-speaking public servants have a very positive attitude towards learning French, and this constitutes an important positive determinant for the English-speaking public servant in the use of oral French with his/her unit. Conversely, the relative absence of Francophone colleagues in the public servant's unit obviously constitutes a negative factor in the use of French in this setting. However, it is interesting to note that the attitude seems here to be a much more important factor in the variation of French usage in the unit than the actual number of French-speakers in the group. Even the lack of positive reinforcement has less influence on the use of French than attitudes toward learning French. This lack of reinforcement that English-speaking public servants feel to a small extent¹¹⁴ constitutes a slightly unfavourable condition in using oral French with the unit, even though it represents a less important factor in the variation than the attitude and number of Francophones in the unit.

¹¹³English-speaking public servants use French in about 20% of their oral communication with their unit (see section 6.1).

¹¹⁴See section 6.4.

On the other hand, the importance (3rd in their choice of values) placed by English-speaking public servants on the value "broad-minded" constitutes a positive use factor; again the slight importance (14th place) given to the value "self-controlled" constitutes a factor that counteracts the variables favourable to the use of oral French with the unit. But these two factors are less decisive than the attitude held towards learning French and the number of Francophone public servants in the unit.

f) The use of French with the immediate superior¹¹⁵

Some 35% of the variance in the use of French (in all forms) in communicating with the immediate superior is explained by the variables retained. Of this proportion of the explained variance, the feeling of lack of support on the part of the authorities for the use of French at work accounts for 21% by itself. It has already been seen (see section 6.4) that English-speaking public servants slightly deny that the authorities in their Departments do not support the use of French at work. Therefore, it seems that the present attitude of the authorities is a very important and slightly positive factor in the English-speaking public servants' use of French in his/her communications with the immediate superior.

The general reinforcement of second language use that the English-speaking public servant somewhat acknowledges does not exist constitutes a second decisive factor with regard to the use of French with the immediate superior, although it is less important than the support received from the authorities in using French at work. Somewhat surprisingly, it is those who most see the lack of encouragement given

¹¹⁵ English-speaking public servants hardly ever use French with their immediate superior (see section 6.1).

them by their interlocutors to use French that use French most with their immediate superior. In this sense, the feeling English-speaking public servants have of lacking reinforcement acts as a slightly positive element in the use of French. It is not, however, a very important factor as far as the proportion of the variance it can account for is concerned.

The small number of Francophone public servants in the work setting constitutes a negative factor involved in the use of French with the immediate superior, although it is not very important in terms of the proportion of the variance it explains. It is remarkable that, even though the use of French with the immediate superior is in positive correlation with the number of French-speaking public servants in the setting, this factor only accounts for a small part in explaining the variation in the use of French with the immediate superior. One could imagine that in a group composed of English-speaking and French-speaking persons in equal numbers, the use of French with the immediate superior would not be higher than in a group with an anglophone majority if no support is felt to be given by the authorities to the use of French.

g) The spontaneous use of French¹¹⁶

Together the psycho-social variables studied explain 38% of the variance in the spontaneous use of French. The use of French outside the work setting accounts for 25% of the variance by itself. Since it is known that English-speaking public servants rarely use French outside the work setting, it appears that this is an important negative factor in the spontaneous use of the second language at work, be it with the unit, with public servants from other departments, or the public.

¹¹⁶ English-speaking public servants use French only in less than 20% of the cases where its use would be optional (see section 6.1).

The little anxiety felt by English-speaking public servants in using French constitutes, on the other hand, a positive element, even though it is less important (explaining only 7% of the variance) to the variation of spontaneous use of French at work.

h) The ease felt in using French¹¹⁷

Almost 2/3 of the variation in the ease with which the English-speaking public servant feels he/she can use his/her language skills are explained by the variables studied. The anxiety relating to second language use alone explains 55% of the variance. It has been observed that English-speaking public servants believe they can use French with more or less ease. Since they express little anxiety in using French, this is a fairly favourable and moreover, a very important element in their view of the ease with which they can communicate in French.

¹¹⁷ English-speaking public servants believe they are generally capable of communicating in French more or less easily.

SUMMARY OF SECTION 6.5

To summarize, the psycho-social variables discussed on the preceding pages will be presented in a condensed tabular form. Their degree of importance in explaining the variance is indicated, as well as whether they presently represent a strong (+) or weak (-) point in the use of French at work by English-speaking public servants. The component measuring the use of French at work, in relation to which the first two dimensions (importance, role) have been evaluated, is also given.

Here, in order of their listing are:

- 1) the variables which are very important due to the proportion of the variance they explain and are positive with respect to the use of French;
- 2) the variables which are very important due to the proportion of the variance they explain and are negative with respect to the use of French;
- 3) the variables which are important due to the proportion of the variance they explain and are positive with respect to the use of French;
- 4) the variables which are important due to the proportion of the variance they explain and are negative with respect to the use of French;
- 5) the variables which are less important due to the proportion of the variance they explain and are positive with respect to the use of French;
- 6) the variables which are less important due to the proportion of the variance they explain and are negative with respect to the use of French.

This condensed table, 6.5.1-5-, appears on the following page.

Table 6.5.1-5-

The psycho-social variables studied and their relation
to the use components of French at work

VARIABLE	.20+	IMPORTANCE		PRESENT ROLE		USE COMP.
		.19-.10	.09-.05	+	-	
Inter. for lang.	x			x		reading
Support from auth.	x			x		com. w. sup.
Anxiety 2 L. use	x			x		ease in 2 L.
2 L. use outside work	x				x	spont. use
Anxiety 2 L. use		x		x		oral com. pub. serv. & pub.
Att. 2 L. learning		x		x		oral com. unit
2 L. use outside work		x			x	writing
Opport. contact 2 L./sub.		x			x	oral com. sub.
(no. Fr. sub.) & w. unit (no. Fr. colleagues)		x			x	oral com. unit
Anxiety 2 L. use			x	x		oral com. subord.
Lack reinf. 2 L. use			x	x		com. superior
Anxiety 2 L. use			x	x		spont. use
Opport. cont. w. unit			x		x	com. sup.
Lack support unit			x		x	reading
Value "ambitious"			x		x	oral com. p.s. & pub.

6.6 WHAT ARE THE CONNECTIONS BETWEEN SECOND LANGUAGE USE AND OTHER PSYCHOLOGICAL OR PSYCHO-SOCIAL FACTORS AND THE MAINTENANCE OF ACQUIRED LINGUISTIC SKILLS IN ENGLISH-SPEAKING PUBLIC SERVANTS OF THE AFTER GROUP?

This section is meant to point out the relationship between the maintenance of acquired linguistic skills and the other variables studied up until now: use of the French language at work, socio-biographical characteristics, individual psychological traits, attitudes and motivation, organizational setting. Since all of these variables have been described in preceding sections, in this section we will only be describing: 1) the level of linguistic competence reached by English-speaking public servants at the end of the LTP, and 2) the maintenance of acquired linguistic skills 6-9 months after the LTP. Then, we will present 1) the relation between these variables and our measurement of the maintenance of acquired linguistic skills and 2) the variables which seem to be most closely linked to the maintenance of acquired linguistic skills.

6.6.1 What was the level of linguistic competence reached by English-speaking public servants of the AFTER group at the end of the LTP?

Table 6.6-1- presents the average results obtained in the ECL by English-speaking public servants of the AFTER group upon leaving the LTP for four linguistic skills: reading, writing, speaking, and listening. The table also indicates the number of public servants concerned and the standard deviation observed in the results.

TABLE 6.6-1-

The ECL results of English-speaking public servants of the AFTER group at the end of their language training.

Skills	No.	Av.	Stand. Dev.
- reading	73	23.60	4.83
- writing	73	17.10	4.31
- speaking	73	28.46	4.46
- listening	73	51.71	11.79

6.6.2 How well have their linguistic skills held up after 6-9 months?

We have attempted to evaluate summarily the extent to which language skills have been maintained after 6-9 months of second language use outside the Language Bureau. Since the thought of re-administering all ECL sub-tests to the English-speaking public servants in the AFTER group was unrealistic, it was decided to have them sit for the written comprehension (reading) sub-test and to compare the results with those obtained 6-9 months earlier in the same ECL sub-test.

Table 6.6-2- presents the average differences observed in the results of the "written comprehension" (reading) ECL sub-test taken 6-9 months after training and those obtained at the end of the language training. Also appearing in the table are the average results in the sub-test for each session, the standard deviation observed and the number of public servants involved in each case.

TABLE 6.6-2-

The average difference observed between the results of the ECL written comprehension sub-test by English-speaking public servants 6-9 months after language training and the results obtained for the same sub-test at the end of their language training.

	No.	Av.	Stand. Dev.
1. ECL (reading) results 6-9 months after	22.93	82	4.76
2. ECL (reading) results at the end of training	23.60	73	4.83
3. Average difference between 1 and 2	-0.67	59	3.08

The data presented in table 6.6-2- indicate that written comprehension skills (reading) have remained the same over a 6-9 months period after language training.

We also tried to determine the degree of acquired linguistic skill maintenance by asking the public servants to do their own evaluation. The B-3-M questionnaire was reserved for this purpose.¹¹⁸ The public servant was to say, for each of his/her four linguistic skills, whether he/she had slipped, had maintained these skills, or had improved them. Table 6.6-3- presents the results for each linguistic ability as well as the response scale used.

¹¹⁸ See Appendix 3, section 3.3.3 for detailed results, and see Chapter 3 for a description of the B3M.

TABLE 6.6-3-

Self-evaluation of the maintenance of linguistic skills since the end of language training; response scale.

<u>Response Scale</u>					
Cannot say	Considerable Loss	Slight Loss	No Change	Slight Improv.	Considerable Improvement
0	1	2	3	4	5
			Av.	No.	Stand. Dev.
French reading skills			2.80	90	1.11
French writing skills			2.03	90	1.24
Ability to understand spoken French			2.60	90	1.19
Ability to express oneself orally in French			2.36	90	1.25

The responses obtained from English-speaking public servants thus indicate that they feel their reading skills and their ability to understand spoken French (passive skills) have remained pretty well the same, but that their writing skills and their ability to express themselves verbally (active skills) have diminished slightly.

It should be noted that the self-evaluation by the English-speaking public servants of their ability to read (written comprehension) corroborates the results given in table 6.6-2-, i.e. the results obtained in the ECL written comprehension sub-test are the same after 6-9 months. As far as the other linguistic abilities are concerned, one can expect the public servants' self-evaluations to be good indications of their actual maintenance. If such is the case, English-speaking public servants have slipped a little in their ability to write, express themselves orally in French, and understand spoken French.

6.6.3 What are the variables related to the maintenance of acquired linguistic skills?

The simple correlations that exist between the psycho-social variables, the use components of the second language at work, and the maintenance of acquired linguistic skills have already been presented in section 6.5.1, table 6.5.1-1-.

Here in table 6.6-4- the correlation indexes between the use components and the maintenance components are given.

TABLE 6.6-4-

Simple correlation indexes between use components and acquired linguistic skill maintenance components.

Use Components	Maintenance Components			
	Reading	Writing	Speaking	Understanding
1. use reading skills	.31**	.35**	.44**	.38**
2. use writing skills	.55**	.43**	.42**	.47**
3. use oral com. skills w. subord.	.04	.37**	.18*	.33**
4. use oral com. skills w. p.s. & public	.30**	.38**	.37**	.40**
5. use oral com. skills w. unit	.18*	.22*	.19*	.29**
6. use all ling. skills w. superior	.29**	.23**	.29**	.28**
7. spontaneous use of 2L	.43**	.44**	.38**	.43**
8. present ease in 2L	.35**	.44**	.37**	.42**

Correlation index significant to: * .05; ** .01.

6.6.4 What factors are most closely related to acquired linguistic skill maintenance?

The object of this section is to determine which variables enable us best to predict the variation observed in the maintenance of acquired linguistic know-how from one individual to the next, from the point of view of the multiple relation between the variables themselves and between the variables and the components of acquired linguistic skill maintenance. The statistical technique used for this purpose is the multiple regression¹¹⁹ technique. In this analysis of multiple regression, only those variables having a significant relationship of .05 with maintenance components have been considered.

6.6.4.1 What proportion of the variance is explained?

Table 6.6-5-. presents the proportion of the variance explained for each component of maintenance of acquired linguistic skills.¹²⁰ The proportions of explained variance are high and enable us to predict a large part of the variation in the maintenance of acquired linguistic skills as evaluated by the English-speaking public servants themselves using the B3M questionnaire.

¹¹⁹ For a detailed explanation of this technique, see the SPSS Manual.

¹²⁰ See Appendix 3 for detailed results.

TABLE 6.6-5-

Proportion of explained variance for each maintenance
of acquired linguistic skills component

Components	% of Variance
Writing	61
Speaking	63
Reading	62
Understanding	51

6.6.4.2 What type of variable is preponderant in the relations with
maintenance components?

Table 6.6-6- presents in summary form the proportion of the variance explained by the variables analysed. For presentation purposes, only variables explaining 1% and more of the variance have been retained.¹²¹

The variables concerning the perception of the organizational setting come into play 14 times out of a total of 34 important relations observed, with an explained variance average of 7.2% per variable in this category.

The variables concerning use of French at work come into play in 6 of 34 important relations observed, for an explained variance average of 7.6% per variable for this category.

¹²¹ Those relations between prediction variables and maintenance components will be termed "important relations".

Attitudes and motivations come into play in 6 to 34 important relations observed, with an explained variance average of 5.8% per variable in this category.

Values are involved 3 times, the dimensions of the concept of self twice, linguistic aptitudes twice as well, while one socio-biographical variable only comes into play once.

TABLE 6.6-6-

Variables that surface* in the explanation of 4 components of the MAINTENANCE OF ACQUIRED LINGUISTIC SKILLS by English-speaking public servants in the AFTER group.

Psycho. & psycho-soc. variables	Components of ACQ. LINGUISTIC SKILL MAINTENANCE and % of variance			
	Progress Writing skills	Progress Speaking ab.	Progress Reading ab.	Progress Under. ab.
- <u>Socio-biographical characteristics</u>				
age			.06	
- <u>Psychological traits:</u>				
• <u>Linguistic aptitudes</u>				
spelling clues (MLAT) words in sentences (MLAT)				.03
• <u>Concept of self</u>				
distribution variation			.01	
• <u>Instrumental values</u>				
obliging obedient ambitious		.01	.02	.01

* Only variables explaining 1% and more of the variance are presented here. Detailed data will be found in Appendix 3.

TABLE 6.6-6- (Cont'd)

Variables that surface* in the explanation of 4 components of the MAINTENANCE OF ACQUIRED LINGUISTIC SKILLS by English-speaking public servants in the AFTER group.

Psycho. & psycho-soc. variables	Components of ACQ. LINGUISTIC SKILL MAINTENANCE and % of variance			
	Progress Writing skills	Progress Speaking ab.	Progress Reading ab.	Progress Under. ab.
- <u>Attitudes and motivation</u>				
anxiety 2L use	.02	.24	.04	.02
interest foreign languages		.02		
integrative motivation			.01	
- <u>Organizational setting</u>				
lang. requirements	.09	.13	.02	.02
opport. contact 2L w. unit	.03		.01	
resis. leave unit		.02		.05
adherence unit		.03		.02
2L use outside work		.02	.27	.24
opport. contact 2L w. subord.		.01		
- <u>Second Language Use</u>				
use writing skills	.25	.04	.07	.08
use oral com. skills/subord.				
use oral com. skills/unit		.02		
- <u>Academic ling. Performance</u>				
ECL/LKE writing (end LTP)			.01	

6.6.4.3 Based on which variables can the maintenance of each linguistic ability best be predicted?

Table 6.6-7- presents the results of the multiple regression equations for each component of acquired language skills maintenance. This table repeats the proportion of the explained variance per variable for each maintenance component from the preceding table. Moreover, the sum of proportions of explained variance by retained variables, the multiple correlation coefficient, and the simple correlation coefficient of the variables retained with each maintenance component are given.

Following the presentation of this table, we will undertake to discuss the results for each maintenance component.

TABLE 6.6-7-

The most important* variables in the explanation of the component

1. PROGRESS IN WRITING SKILLS

by the English-speaking public servants of the AFTER sampling

Variable retained	% of the explained variance	% cumulated of this variance	R multiple correlation	r simple correlation
Use of writing skills	.25	.25	.50	.50
Distribution	.10	.36	.60	.28
Lang. requirements	.09	.46	.68	-.43
Opport. 2 L. contact/unit	.03	.50	.70	.30
Spelling clues	.03	.54	.73	.19
Anxiety 2 L. use	.02	.56	.75	.38

* Results of the multiple regression by stages (see the "SPSS Manual" for a detailed description of this technique and the programming followed).

TABLE 6.6-7- (Cont'd)

The most important* variables in the explanation of the component

2. PROGRESS IN SPOKEN LANG. SKILLS

by the English-speaking public servants of the AFTER sampling

Variable retained	% of the explained variance	% cumulated of this variance	R multiple correlation	r simple correlation
Anxiety 2 L. use	.24	.24	.49	-.49
Lang. requirements	.13	.38	.61	-.40
Use writing skills	.04	.42	.65	.42
Use oral com. skill/subord.	.02	.45	.67	.36
Resistance Leave unit	.02	.47	.69	-.20
Adherence unit	.03	.50	.71	.31
Interest foreign lang.	.02	.53	.73	.22
2 L. use outside work	.02	.56	.74	.48
Opport. 2 L. contact/subord.	.01	.57	.75	.20
Obliging	.01	.58	.76	.24

TABLE 6.6-7- (Cont'd)

The most important* variables in the explanation of the component

3. PROGRESS IN READING SKILLS

by the English-speaking public servants of the AFTER sampling

Variable retained	% of the explained variance	% cumulated of this variance	R multiple correlation	r simple correlation
2 L. use outside work	.27	.27	.52	.52
Use writing skills	.07	.35	.59	.47
Age	.06	.42	.64	-.29
Anxiety 2 L. use	.04	.46	.68	-.44
Obedient	.02	.49	.70	.33
Lang. requirements	.02	.52	.72	-.26
Integrative motivation	.01	.53	.73	.21
Opport. 2 L. contact/unit	.01	.54	.73	.22
ECL/LKE WRITING (end LTP)	.01	.56	.74	.12
Words in sentence	.00	.57	.75	.11
Variation	.01	.58	.76	-.20

TABLE 6.6-7- (Cont'd)

The most important* variables in the explanation of the component

4. PROGRESS IN COMPREHENSION

by the English-speaking public servants of the AFTER sampling

Variable retained	% of the explained variance	% cumulated of this variance	R multiple correlation	r simple correlation
2 L. use outside work	.24	.24	.49	.49
Use writing skills	.08	.33	.57	.47
Resistance leave unit	.05	.39	.62	-.21
Lang. requirements	.02	.41	.64	-.33
Anxiety 2 L. use	.02	.44	.66	-.44
Opport. 2 L. contact/unit	.02	.47	.68	.21
Ambitious	.01	.48	.69	-.17
Use oral com. skills/unit	.01	.49	.70	.29

a) The maintenance of writing skills in the second language¹²²

The factors analysed explain 61% of the variance in the maintenance of writing skills in French. The use of French writing skills alone explains 25% of the variance, and another 10% may be explained by the sureness of self-perception (TSCT distribution score). The agreement perceived between official language requirements for positions and actual job requirements explains an additional 9% of the variance.

We know that English-speaking public servants rarely use their ability to write in French (less than 20% of the cases); given the importance of this variable for maintenance of writing skills in French, it turns out that this infrequent use of the ability to write in French constitutes an important drawback in maintaining these skills.

The variables of the concept of self and the perception of language requirements - relatively important as they both are - appear to be neutral maintenance determinants for the average English-speaking public servant. The concept of self score is about average in comparison to that of the population, and the public servants' view of language requirements is neutral.

b) Maintaining the ability to speak in the second language¹²³

The variables analysed explain 63% of the variance in the ability to speak French. Anxiety in using French is an important variable in predicting the maintenance of the ability to speak French (it explains 24% of the variance). The low levels of anxiety experienced by English-speaking public servants makes it an important positive element in the maintenance of the ability to speak French.

¹²² English-speaking public servants have lost a little of their ability to write and speak French since the end of their LTP (see table 6.6-3-, section 6.6.2).

¹²³ Idem.

The perception of the language requirements for positions constitutes a relatively important variable in explaining the variance in the maintenance of the ability to speak French. However, it is known that the average perception of the public servants on this point is neutral and thus represents neither a positive nor a negative factor for most English-speaking public servants in the maintenance of the ability to speak French.

c) Maintaining the ability to read in French¹²⁴

The variables explain 62% of the variance in maintaining the ability to read in French. The use of French outside the work setting alone explains 27% of the variance. This use thus constitutes a very important maintenance element. But the use of French by English-speaking public servants outside the work setting is rare, thus presenting a drawback with regard to maintaining their ability to read in French.

The use of the ability to write in French also constitutes an explanatory factor in the variance of the maintenance of the ability to read French; however it is much less important than the use of French outside work. As we know, English-speaking public servants rarely use their ability to write in French. This variable thus points up another drawback, this one less important than the infrequent use of French outside work with regard to maintaining the English-speaking public servant's ability to read French.

Age as well appears to be a slight determining factor in maintaining the ability to read in the second language. The relationship between age and the maintenance of French reading skills is negative. Since most (68.7%) of the English-speaking public servants (at least those in our sample) were in the 35 years and under age group (see section 6.2), this would seem to represent a favourable, though not very

¹²⁴ The ability of English-speaking public servants to read French has been dropping off slightly since the end of the LTP.

important condition in maintaining the ability to read French.

d) Maintaining the ability to understand spoken French¹²⁵

The variables explain 51% of the variance in maintaining the ability to understand spoken French. Here as well, second language use outside the work setting appears to be a very important variable in explaining this variance. In this respect, and given the fact that English-speaking public servants rarely use French outside work, another important drawback in maintaining the ability to understand spoken French is revealed.

As for the use of writing skills, it could explain 8% of the variance in maintaining the ability to understand spoken French. It is a known fact that English-speaking public servants use this ability in less than 20% of the cases where an English-speaking public servant is required by his/her duties to produce written material. For this reason, it is a drawback of relative importance in maintaining the ability to understand spoken French.

¹²⁵ The ability of English-speaking public servants to understand spoken French has dropped off slightly since the end of the LTP.

SUMMARY OF SECTION 6.6.

To summarize, the variables relative to the use of French at work or outside work are very important in maintaining acquired linguistic skills; at the same time, they enable us to identify important drawbacks pertaining to the maintenance of these skills. Only one factor proves to be positive: the lack of anxiety felt by English-speaking public servants when they use French. This would facilitate maintaining their ability to express themselves orally in French.

Opportunities for contact with French at work (the number of francophone public servants in the work setting) has not turned out to be an important maintenance factor. This is also the case for linguistic aptitudes evaluated using the MLAT test.

6.7 WHAT SUGGESTIONS DO THESE PUBLIC SERVANTS HAVE TO MAKE REGARDING THE CANADIAN GOVERNMENT LTP?

The personal interviews in this study have led us to single out the factors which facilitate the development and maintenance of skills acquired in the LTP, as well as the factors that could be harmful to the improvement or preservation of these skills. Using the SUGGESTIONS questionnaire, we will now try to find out what changes English-speaking public servants would most like to see brought about, and in which direction they would like the changes to go. Maintaining and improving acquired linguistic skills can depend at once on the quality of the teaching, on the reactions to the law on bilingualism, on the way the law is applied, on the organization conditions, and on the psychological atmosphere surrounding second language use. As in the other studies, the results do not necessarily show by objective order of importance the changes to be made but rather, the scale of the changes that are needed as felt by the public servants¹²⁶. Since these feelings can clearly influence the public servant in the extent to which he/she makes use of his/her second language and in his/her motivation to continue learning, we believe that these suggestions bring out important elements.

6.7.1 Brief re-examination of the methodology

6.7.1.1 Instrument used

The suggestions were compiled through personal interviews with members of the AFTER group (see Chapter on methodology for the conditions under which these data were compiled).

¹²⁶ It was felt important to remind the reader that the SUGGESTIONS mentioned are those of the public servants and not those of the authors of this report.

6.7.1.2 Sample

A sub-sample of the public servants who had taken the continuous program and had completed their instruction 6 - 9 months before was used. Only 4 French-speaking public servants were reached: because of this small number, their results will not be analysed here; these may be found in Appendix 2, section 2.4.3. Forty English-speaking public servants were interviewed, whose suggestions are the ones analysed below.

6.7.1.3 Content of questions

The following were the questions;

"Would you have any suggestions to make:

Question 14.1: regarding means to make the maintenance of skills and the continuation of learning easier?

Question 14.2: regarding the Language Bureau?

Question 14.3: regarding the language training program in general?

Question 14.4: regarding language requirements for positions?

Question 14.5: other suggestions.

6.7.1.4 Scoring

Scoring was carried out by content analysis using a coding system broken down into five main themes:

- socio-pedagogical aspects
- socio-political aspects

- organizational aspects
- psycho-social aspects
- requests for information.

6.7.2 Description and categorizing of the suggestions gathered

6.7.2.1 Response category

The following table indicates the number of suggestions given for each question and the proportion of subjects that made the suggestions (each subject was free to give several answers to each question).

TABLE 6.7-1-

Rate of response to each of the questions: 14.1 "skill maintenance", 14.2 "Language Bureau", 14.3 "LTP in general" 14.4 "Language requirements for positions", 14.5 "other".

	Questions					Total
	14.1	14.2	14.3	14.4	14.5	
no answer	6	18	9	7	31	
suggestions	37	29	38	42	13	159
% of suggestions	23.3%	18.2%	23.9%	26.4%	8.2%	
subjects making suggestions	34	22	31	33	9	
% of subjects making suggestions	85%	55%	77.5%	82.5%	22.5%	

Most subjects had suggestions to put forward regarding ways of making the maintenance of skills and continuation of learning easier. This, of course, is part of the immediate reality in which they find themselves. Also, a large proportion of public servants had a clear reaction to the language requirements for positions. The percentage is almost as high for the LTP where they were for several months. Concerning the Language Bureau, the proportion of respondents fell to 55%; the program offered by the Bureau is known but several subjects perhaps do not have a clear idea of its organization as such. The last question, whose purpose was to gather suggestions on unindicated elements, elicited few responses.

6.7.2.2 Response category

a) Socio-pedagogical aspects

The modifications suggested deal with:

- the program in general
- the teaching methods
- the assessment methods
- the grouping of students
- the teachers
- particular programs that could be implemented.

b) Socio-political aspects

These suggestions concern:

- the official languages legislation

- its application: lang. requirements for positions
- possible government measures.

c) Organizational aspects

Organization was considered at two levels:

- at the Language Bureau
 - . administration & material organization
- within the department
 - . measures to enable more use and maintenance of skills
 - . role of superiors
 - . measures to eliminate some of the need for second language use.

d) Psycho-social aspects

The psychological atmosphere and attitudes:

- at the Language Bureau
- within the department

e) Requests for information

The subjects would have liked to have had more information before beginning the program.

6.7.3 Detailed results

Table 6.7-2- gives a synthetic view of the suggestions, grouped according to various aspects. The percentages indicate the proportion of responses in one area in comparison to the suggestions as a whole. For more information on the specific suggestions to each question, see Appendix 2, section 2.4.3.

TABLE 6.7-2-

Suggestions gathered from 40 AFTER English-speaking public servants

	Question					Total	
	F					F	%
	14.1	14.2	14.3	14.4	14.5		
<u>Socio-pedagogical Aspects</u>							
better program	0	3	9	0	1	13	8.5
better method	0	2	5	0	0	7	4.4
better assessment	0	5	1	0	1	7	4.4
homogeneous stud. grouping	0	2	3	0	0	5	3.1
better professors	0	2	1	0	0	3	1.9
learning by immersion	7	0	1	0	2	10	6.3
spec. return-to-work program	9	0	0	0	0	9	5.7
follow-ups	9	1	2	0	0	12	7.5
cyclical program	0	0	0	0	1	1	0.6
corresp. between ling. levels and program	0	0	0	3	0	3	1.9
Total	25	15	22	3	5	70	44

TABLE 6.7-2- (Cont'd)

Suggestions gathered from 40 AFTER English-speaking public servants

	Questions					Total	
	F					F	%
	14.1	14.2	14.3	14.4	14.5		
<u>2. Socio-political Aspects</u>							
bring down more realistic law	0	0	0	23	2	25	15.7
better application of the law							
. in general	1	0	7	0	0	8	5
. criterium: concrete needs in duties	0	0	0	7	0	7	4.4
. criterium: a min. of bilinguals	0	0	0	2	0	2	1.2
voluntary learning government	0	0	0	0	1	1	0.6
. learning at a young age	0	0	0	1	0	1	0.6
. more stress laid on speaking French	0	0	0	1	0	1	0.6
Total	11	0	7	34	3	45	28.3

TABLE 6.7-2- (Cont'd)

Suggestions gathered from 40 AFTER English-speaking public servants

	Questions					Total	
	F					F	%
	14.1	14.2	14.3	14.4	14.5		
<u>3. Organizational Aspects</u>							
Language Bureau							
. better administration	0	5	0	0	0	5	3.1
. better material organization	0	0	0	0	2	2	1.2
Departments							
. create units (French nec.)	8	0	0	4	0	12	7.5
. more support from superiors	2	0	0	0	0	2	1.2
. use more translators	0	0	0	0	1	1	0.6
Total	10	5	0	4	3	22	13.8
<u>4. Psycho-social Aspects</u>							
Language Bureau							
. more psycho. recept. to stud.	0	1	0	0	0	1	0.6
Departments							
. cult. friend. between 2 ethnic group	1	0	0	0	0	1	0.6

TABLE 6.7-2- (Cont'd)

Suggestions gathered from 40 AFTER English-speaking public servants

	Questions					Total	
	F					F	%
	14.1	14.2	14.3	14.4	14.5		
more support of personnel motivation	0	1	5	0	0	6	3.8
Total	1	2	5	0	0	8	5.0
5. <u>Requests for information</u>							
give advance notice of beginning date of classes	0	2	0	0	1	3	1.9
material organization related to program	0	0	0	0	1	1	0.6
Total	0	2	0	0	2	4	2.5
6. <u>No change needed</u>							
(positive comments)							
Total	0	5	4	1	0	10	6.3
TOTAL SUGGESTIONS	37	29	38	42	13	159	

6.7.3.1 Socio-pedagogical aspects

As a whole, suggestions deal foremostly with socio-pedagogical aspects. The responses can be divided into three themes:

- suggestions regarding the LTO: 24.2%

It is especially requested that the program in general be improved. According to these public servants, they should get more training to enable them to meet the linguistic requirements of the work environment. A more specialized program is also suggested: in other words, each person should be taught the type of French he/she would use in his/her specific duties (for example: everyday conversation vs. technical work). The other suggestions are: make the program more flexible (better adapted to each person's abilities); and have the program preceded by a preparatory learning course. Better teaching and evaluating methods have also been urged. In the case of teaching, half the responses indicate a desire for more traditional methods; according to these subjects, audio-visual methods are not adapted to their way of learning. The other half stress the need for greater emphasis on conversation in everyday situations. With regard to evaluation, the proficiency test and the performance tests should be either revised or new ones set since, according to these subjects, these tests do not really measure the knowledge acquired.

Some of the suggestions deal with the make-up of student groups (more homogeneous in composition and smaller in size), with the professors (higher competence and more positive attitudes), and with the relationship between the linguistic level to be attained and the program (more closely matched).

- suggestions regarding the return to work: 13.2%

The public servants suggest more follow-ups in the form of refresher courses; these courses could be taken for one or two weeks after a certain number of months, or for one hour a week for one or two years. Special non-instructional programs in the form of get-togethers, seminars and activities in French were also suggested.

- suggestions for programs to replace the LTP: 6.9%

It is believed that learning would be easier with the immersion method, the public servant-student being put into a French-Canadian environment.

6.7.3.2 Socio-political aspects

Socio-political aspects elicited the second highest number of suggestions, mostly on the law concerning bilingualism: 15.7%. These public servants find it unrealistic, too idealistic, not close enough to actual needs. In their opinion, for many designated bilingual positions, the use of French is not in any way a necessity. They suggest that the law be applied more flexibly and that the criterion used to designate a position should be the concrete needs of each specific function: 10.6%.

6.7.3.3 Organizational aspects

Suggestions concerning this aspect are less numerous.

- suggestions regarding the department: 9.3%

Certain subjects believe that learning would be maintained and improved if the individual were placed in a unit where French language skills were necessary almost all of the time. Others think that their superiors should organize the work in such a way that they would be forced to speak French in one entire area of their activities. According to them, their superiors must first be convinced of the usefulness of French for them to give it more support.

- suggestions regarding the Language Bureau: 4.3%

The requests were mostly for a more efficient administration, with better defined policies and procedures, and closer agreement between the different people responsible for the program.

6.7.3.4 Psycho-social aspects

Since this aspect is linked to all the others, only the suggestions specifically dealing with interpersonal relations have been grouped here. There were few responses. It seems that more support within the Department would be welcomed so that public servants feel motivated to learn and use French for reasons other than because it is "required". They also would like greater psychological receptiveness to students on the part of the Language Bureau staff.

6.7.3.5 Requests for information

The few suggestions gathered on this point concern the public servants' situation before they begin the LTP. As in the BEFORE study, it is requested that the public servants be advised beforehand of the starting date for the course as well as the material organization of the program.

6.7.3.6 No change needed

A small number of responses were not truly suggestions but rather positive comments or even compliments. Basically, what is said is that changes are not necessary in the area in question. The two questions receiving the most responses of this type dealt with the Language Bureau and the LTP.

6.7.4 Analysis and synthesis

The proposed modifications could bring about a type of training better suited to the needs of the public servant in his/her working environment, maintenance and continuation of the learning process, and greater motivation to use French. The responses are just about equally divided among these three themes.

6.7.4.1 Training better suited to the needs of the public servant in his working environment

The subjects interviewed have all passed the ECL/LKE, so that one might have expected them to be less critical than the public servants of the "DURING" group who maybe still fear they might fail. However, their assessment of the LTP can now be based on the possible use to which they can put their training. One-third of the answers deal with

changes that might correlate more closely the language skills with the way in which the public servants could use them in carrying out his/her duties. The fact that a more advanced and more specialized program is requested indicates that the training is insufficient in their opinion. Several proposals point out that learning French in an academic environment is very different from using it in a work situation. The suggestions regarding teaching methods (more conversation in everyday situations), evaluation methods (tests that measure proficiency with respect to the type of French required for one's work), and immersion training programs are also along that same line.

6.7.4.2 Maintenance and continuation of the language process

Since the program does not always correspond to the needs of the working environment, the public servants feel the need to pursue their training. It is almost certain that even if the program were improved, the means proposed would be very useful. In order to maintain one's linguistic skills fully, one must be in frequent contact with the language. Certain public servants complain of not having sufficient opportunity to use French; this is why they are requesting work structures which would put them in situations where French would be really necessary. Some subjects even go so far as to suggest immersion in a French working environment for a certain period of time. Likewise, special activities where public servants would be forced to speak French among themselves have also been suggested. These measures would make it possible to transpose the learning experience to a more concrete level, to review knowledge already acquired, and provide new knowledge. Besides more opportunities to use French, a distinctly pedagogical effort has been suggested: refresher courses.

6.7.4.3 Greater motivation

Even though public servants consider that greater use of French would contribute to maintaining and continuing their learning process, almost one third of the responses indicates that they found it hard to be motivated to make the effort of speaking French. According to them, the language requirements for various positions are inadequately specified, and do not take into account concrete needs. It is upon returning to work that one realizes that, very often, one can work almost exclusively in English. Even the superiors do not seem to be entirely convinced of the need to speak French. This is why it has been suggested that each job be evaluated with regard to its practical linguistic needs instead of trying to produce a given (pre-determined) number of bilingual public servants. According to the persons interviewed, the number of public servants sent to the LTP could be much smaller and, because the use of French would be really necessary in these cases, these people would more likely be better motivated toward language training and its application.

SUMMARY OF SECTION 6.7

The suggestions were gathered through personal interviews with forty English-speaking public servants. The most common suggestions deal with socio-pedagogical aspects: a more adequate program, better teaching and evaluating methods, and departmental structures which would enable them to continue their language training all were suggested. Several proposals dealt with socio-political aspects: the official languages legislation should be made more realistic, the criteria used to establish language requirements for positions should correspond more closely to the real needs of the job. A smaller number of suggestions concern the organizational aspects; structures should be created to enable public servants to use their French more often in order to complete their training. The rest of the suggestions relate to the administration of the Language Bureau, the psychological support connected with use, and requests for information. Our analysis has enabled us to bring to the fore the following elements:

- a more adequate program could provide training better adapted to the public servant's needs upon his/her return to the work setting;
- new departmental structures, making possible a greater use of French and follow-up courses, could result in the maintenance and continuation of language training;
- a more flexible law and more realistic language requirements could provide deeper motivation to learn and use French.

Synthesis and conclusions

Initially intended as a pilot study of the "SOCIO-PSYCHO-LOGICAL CONDITIONS OF THE LEARNING AND USE OF A SECOND LANGUAGE IN THE PUBLIC SERVICE OF CANADA", the work of the LTP Team's Research Group C has thrown some light on various aspects of continuing language training programs, BEFORE, DURING, and AFTER.

That, together with work done by other research groups, has enabled us to make a fairly comprehensive diagnosis¹²⁷ of the situation prevailing in the programs and of the conditions which surround them. More specifically, our work has outlined the socio-psychological aspects of the situation: the public servant's work environment BEFORE and AFTER the LPT, and the psycho-educational context in which the program takes place.

To be more precise, our work originates from three main questions and three main objectives:

- first, "to outline the socio-psychological conditions favourable or unfavourable to the organizational environment BEFORE the LTP" (study C1 BEFORE);
- second, "to outline the socio-psychological conditions favourable or unfavourable to learning DURING the LTP" (study C2 DURING);
- third, "to outline the socio-psychological conditions favourable or unfavourable to the use of the second language at work AFTER the LTP" (study C3 AFTER).

Several secondary objectives and sub-objectives have been added to the main ones: identify the attitudes and motivations of English-speaking and French-speaking public servants who are undergoing

¹²⁷ A reminder that the LTP Team's RECOMMENDATIONS are summed up in the Team Director's "SYNTHESIS REPORT". Those recommendations are based on Reports A, B, C, D and E.

language training, find out who they are (what their personal characteristics are), learn about the perceptions of the teachers who teach those public servants in the LTP's, follow the evolution of a class over a typical month, etc.

In order to answer those questions, we first made use of work done by other groups of the LTP Team to review quickly the context of the Canadian policy of bilingualism, so as to have a better idea of the outstanding events and main objectives. We then developed a conceptual frame to identify the most relevant psychological and socio-psychological variables. We finally developed a methodological approach to define the operational objectives, select the sample population, and select and/or build appropriate measuring devices.

Study C1, BEFORE the LTP, was carried out with a sample of 189 English-speaking employees or about 63% of the reference population, who agreed to take the tests and fill in the questionnaires. Of that number, 41 had a private interview.

Study C2, DURING the LTP, consisted in several samples and sub-samples:

a) a sample of the French course including:

- 890 English-speaking employees from the NCR and 50 from Montreal (i.e. about 50% of the reference population);
- 275 French-speaking teachers from the NCR and 15 from Montreal (i.e. about 45% of the reference population);

b) a sample of the English course including:

- 44 French-speaking employees from the NCR and 86 from Montreal (i.e. about 65% of the reference population);

- 10 English-speaking teachers from the NCR and 20 from Montreal (i.e. about 40% of the reference population);
- c) a sample of the analysis of evolution of the classes including:
 - 78 employees/students;
 - 15 teachers sharing 13 LTP classes.

Study C3, AFTER the LTP, was carried out with 93 English-speaking employees who had been back in their work environment for 6 to 9 months. They all took the tests and filled in the questionnaires, and 41 of them had a private interview.

What can be deduced by analysing the information gathered? What are the outstanding results in relation to the socio-psychological conditions of the Canadian Government's LTP's? We will now try and answer those questions.

We will briefly outline the results obtained from:

- a) the study BEFORE the LTP's;
- b) the study DURING the LTP's;
 - for the course of FRENCH as a second language;
 - for the course of ENGLISH as a second language;
 - for the analysis of the evolution of the classes during a typical month;
- c) the study AFTER the LTP's.

At the end of the report, we present the general conclusions which can be drawn from Group C's work.

S.1 SOCIO-PSYCHOLOGICAL ASSETS AND SHORTCOMINGS OF THE LTP'S BEFORE THEIR ACTUAL START

From the questionnaires and the private interviews BEFORE the LTP's, we have been able to determine (Chapter Four) that,

- a) while the change involved in the process of bilingualization may be helped by the high level of group cohesiveness at work, it seems that most members of the English-speaking employee's work group are not always convinced of the usefulness of the second language, and standards which could foster the use of the second language do not appear to be very clear;
- b) while, by their attitudes, authorities support the motivation to become bilingual, there seems to be a lack of concrete gestures which could foster the use of the second language;
- c) information given to public servants to explain the designation of positions and the type of program offered could be improved upon;
- d) the change is not helped by the lack of contact with the second language before the start of the training.

We have also noticed that it is mainly the values, attitudes, and motivations regarding the second language which have an important relationship with perceptions of the organizational environment. For instance, the valuing of responsibility, competence, autonomy, and courage is related to positive perceptions while the valuing of cleanliness, politeness, and affection is related to negative perceptions. However, public servants assess the former characteristics more effectively than the latter. The values shared by the public servants would therefore seem to be an asset to their preparation to the LTP's.

Almost all attitude and motivation factors have an important relationship with perceptions of the organizational environment. Positive attitudes go together with a favourable perception of the implementation of bilingualism. Public servants tend to have a positive attitude towards learning a second language and, on the whole, that should help them to adapt to the LTP's.

Besides, independent and intermediary variables such as sociobiographical characteristics, psychological traits, and attitudes only account for an average of 24% of the variations in perceptions of organizational conditions. While some of these results can be attributed to unmeasured variables, variations in perception would seem to be mainly independent from individual variables. That brings us back to the organizational conditions themselves. So, while keeping in mind that some of the factors related to the employees' values and attitudes are favourable elements, we think that the assets and shortcomings of the implementation of bilingualism, as perceived by public servants, are best brought in focus by components of the organizational environment.

To sum up:

a) the assets are:

- the level of group cohesiveness at work;
- the supervisors' favourable attitude;
- the usefulness of the second language with the public and in personal relationships with French-speaking employees;
- the positive perception of the program;

b) the shortcomings are:

- the lack of contact with the second language before the start of the training;
- the little use of the second language by French-speaking employees themselves;
- the little use of the second language in performing the task;
- the lack of information coming from the Language Bureau;
- the loopholes in the implementation of the Act;

c) some other points are less clear:

- the behaviour or gestures of the authorities in support of the use of the second language;
- the poor reinforcement of use by French-speaking employees;
- the normative support aimed at the use of the second language;
- perceptions of possible later use of the knowledge acquired in the Language Bureau.

The suggestions made by the public servants themselves to improve the situation can be summed up as follows:

- a) it is suggested that the job's real requirements be the criteria for designating positions; a better implementation of the legislation is asked for;

- b) more information on the LTP's is requested;
- c) it is felt the atmosphere in the Language Bureau could be improved and that the program could be better geared to individual abilities and the future use of the second language.

The study was centered around public servants' perceptions. It has not been possible to determine colleagues' and supervisors' opinions or to observe directly what went on within the department. Though we believe those perceptions are widespread, it would be interesting to measure in a more direct way the conditions of the organizational environment, in order to get a more complete picture of the situation.

S.2 PSYCHO-EDUCATIONAL ASSETS AND SHORTCOMINGS OF THE LTP'S DURING THE PROGRAM

We have examined separately (Chapter Five) the psycho-educational conditions prevailing in the programs of continuing language training in FRENCH as a second language and in ENGLISH as a second language. What follows is the outcome of the two studies, of the qualitative analysis of the classes' evolution over a typical month and, finally, of the SUGGESTIONS made by the public servants and the teachers in those groups.

S.2.1 FRENCH as a second language

As far as LTP's of FRENCH as a second language are concerned, it can be seen, from the information gathered, that English-speaking public servants/students have generally lukewarm perceptions of the psycho-educational context in which they find themselves. No clear asset or shortcoming is evident. Even items viewed positively such as teachers, group cohesiveness, assessments, teaching methods, sense of achievement, and satisfaction about the course barely get minimum agreement from the students. However, open questions bring some items in focus. Sources of difficulty are defined more clearly: group composition, student motivation. A similar thing is observed when it comes to identifying the reasons for failing or giving up: student motivation and attitudes, specific learning problems.

We are therefore confronted with a psycho-educational context which is perceived by the students as neither good nor bad, neither outstanding nor really lacking. Out of that rather neutral perception, group composition and student attitudes and motivation emerge as the two main sources of difficulty.

As for the French-speaking teachers, they have generally neutral perceptions of the various components of the psycho-educational context. In that respect, their perceptions are akin to the student's but, in two instances, the teachers show an agreement which is more than neutral, once to express a positive perception of themselves and, a second time, to underline their wish to see the status of teachers upgraded in the Language Bureau.

The rather more positive perception teachers have of themselves in comparison to the students' perception of the teachers, is to be found again in the identification of sources of difficulty in the classroom. The teachers rate their attitudes and motivation as the sixth most important source of difficulty in the classroom while the students rate them as the third most important. The teachers return the compliment: they rate student attitudes and motivation as the first source of difficulty while the students themselves rate them in second place. Both groups agree that the student's attitudes and motivation is the prime reason for their failing or giving up and they name specific learning problems as the second most important factor.

The study of English-speaking students' attitudes and motivations also reveals that:

- a) they view French as a valuable tool of social and cultural integration and as a tool of work advancement although only 25% say they learn French solely for the sake of their future career;
- b) they have a moderately positive attitude towards the actual French learning activity, even though a large percentage (40%) say they would prefer to spend their doing other things than learning French;
- c) they appreciate French Canadian culture but are not very keen on French Canadians;

- d) they have an average interest in foreign languages;
- e) the support they can expect from family and friends is more symbolic than practical;
- f) they feel little anxiety in using French in the classroom or in everyday life.

The English-speaking public servants/students have mixed feelings about the validity of language requirements relating to the positions, and they believe positions go to less competent applicants who meet the language requirements rather than to more competent ones' who do not meet them.

The study of the public servants/students' perceptions of the organizational environment in which they find themselves before undertaking language training, shows that they:

- a) feel a minimum attachment to their work group;
- b) find French neither useful nor useless to their participation in the organization;
- c) deny to a small extent that departmental authorities do not support their efforts to use a second language at work;
- d) more or less acknowledge the existence of a positive reinforcement of their use of French in their relationships with various persons (colleagues, employees from other departments, the public) at work;
- e) have a neutral perception of their work group's normative support of their use of French at work;

- f) almost never used French at work before their language training.

We believe the organizational environment is not likely to provide emotional reinforcement of the student's determination to learn French.

The variations in the English-speaking public servants/students' perceptions of the psycho-educational context cannot, it seems, be attributed mainly to individuals traits and individual perceptions of the organizational environment in which they find themselves when they undertake their language training.

After carrying out multiple regression analyses, the level of motivation is what we understood best, for it emphasizes the importance of the attitude towards learning French and the use of French outside the work environment in the degree of motivation to learn French.

S.2.2 ENGLISH as a second language

In the case of the LTP's of ENGLISH as a second language, we have gathered the perceptions and comments of the French-speaking public servants and their English-speaking teachers.

From the response of the French-speaking public servants, the psycho-educational aspects can be classified as follows:

a) assets:

- the teachers' competence;
- the teaching in general;
- expectations about the outcome of the course;
- the interest in learning shown by a good number of students;

b) shortcomings:

- too much emphasis on LKE's;
- the LKE as a cause of tension;
- lack of motivation in some students;
- lack of uniformity in the student groups, particularly on a linguistic level;

c) elements which remain unclear:

- lack of motivation in some teachers;
- level of cohesiveness of the student group;
- adequacy of teaching material.

From the response of the English-speaking teachers, the psycho-educational aspects can be classified as follows:

a) assets:

- the teacher's self-image as a teacher;
- his level of support for bilingualism;
- the Language Bureau: its efficiency, the atmosphere created by the administrators, the help given to the students by the education counsellors;

- the methods used;
 - the stability of the teacher's career;
- b) shortcomings:
- lack of motivation in several students;
 - lack of uniformity of the student groups;
 - partial inadequacy of the exams,
 - tension caused by the need to pass the LKE;
 - lack of information given to the student;
 - insufficient cooperation between teachers and education counsellors;
- c) elements which remain unclear:
- students' expectations about the outcome of the course;
 - the assessment in general;
 - the status given to the position of teacher.

Both groups agree on the teachers' competence and on the adequacy of the teaching methods used. They both perceived problems as being due to the lack of uniformity of the classes and to too great an importance being given to the language examination. However, teachers say they are greatly motivated by their teaching while students are less positive on that point. The teachers also put more stress on the students' lack of motivation. When faced with a difficult situation, it seems easier to blame the other group rather than one's own.

The technique of multiple regression has enabled us to identify individual variables which better explain the differences in perception of the psycho-educational context. On average, that type of variables accounts for 36% of the differences. The proportions remain more or less the same for each psycho-educational aspect. Important relationships are shown mainly by variables of school output, attitudes and motivations, and perceptions of the organizational environment. Socio-biographical characteristics, differences in intelligence, and linguistics abilities only have rare and isolated links with psycho-educational variables so that no clear picture emerges. Personality variables are linked to almost all the psycho-educational components but the relevant traits are always different. The traits - self-control, realism, self-assurance and seriousness - correspond to positive perceptions of the context. The same situation occurs with values: the relationships are diversified. The valuing of politeness, ambition and open-mindedness has slightly more constant relationships with positive perceptions. The public servant who has a high output has a more positive perception of educational aspects but is more critical of his own achievements.

As far as attitudes and motivation are concerned, it is rather surprising to see that integrative motivation does little to explain the perceptions. However, the attitude towards learning a second language goes a long way to explain them. That variable scored fairly high with French-speaking public servants. It would seem, therefore, that the important interrelationships between that variable and perceptions constitute an asset.

Similarly, the public servant who has a positive perception of his work environment has a similar perception of the psycho-educational context. The two components which show the most important correlations are the cohesiveness of the work group and the supervisors' support of the learning and use of the second language. As group cohesiveness is fairly high, that relationship constitutes an asset. However, there seems to be relatively little support and that would constitute a shortcoming.

Although individual variables account for 36% of the variations in perception, several elements of the psycho-educational context are still perceived in the same fashion by most teachers. The shortcomings mentioned above remain the same but are less strong if the public servant shows good academic results, if he adheres to his work group, if he has a favourable attitude towards the learning of a second language, and if he had his supervisor's support before the LTP.

S.2.3 Results of the class evolution analysis

The qualitative evolution analysis conducted over 4 consecutive weeks with 13 classes fairly representative of all continuing language training classes, shows that, on the whole, public servants/students have a relatively high level of satisfaction as far as the various aspects of the learning situation are concerned. Here are, very briefly, the other main points of the sub-study:

- a) the public servant/student in a continuing LTP is very concerned with his progress and finally finds himself in a situation where he relearns his student role;
- b) he feels he is working hard, even very hard, but does not complain about it. He seems rather happy with the work produced by his efforts and he is pleased with the language skills he has been able to acquire;
- c) the working conditions in which he fulfills his task as a student are generally perceived as positive. If the general feelings are less positive about the LTP's, the cause lies mainly in the teacher's negative attitude and in his failings as a teacher as well as in the diversity of abilities among the students;
- d) teaching activities and teaching methods would also seem to be satisfying to the great majority of students, although 20% of them admit they are not completely satisfied;

- e) on the whole, students seem to take few initiatives in the classroom (such as ask questions or suggest outside activities) but students sometimes plan their afternoon activities entirely on their own. Most students are happy with that situation but 25% are not.
- f) as regards the integration of class members, it seems students would spontaneously choose 70% of their colleagues if they were free to make up new groups. They would also exclude just under 20% of their colleagues from those groups;
- g) perceptions of the learning situation are influenced by the method used. Those French-speaking students who learn English by some "undefined" method appear more satisfied with their work and the language skills they have acquired;
- h) at a more advanced level, students reject a greater proportion of their colleagues. That is probably due to the fact that, as they progress further in their language training, they become more demanding in their choice of colleagues;
- i) students who have been in a LTP for a short time are more satisfied than those who have been there for a longer period;
- j) teachers tend to have a better appreciation than the students work and learning. They also overestimate the students' level of satisfaction with the initiatives they can take in the conditions in which the courses are given.

S.2.4 SUGGESTIONS made by the public servants and the teachers about the LTP's

The main SUGGESTIONS made by the public servants/students and the teachers, to improve the continuing language training programs and the conditions in which they are offered, are as follows:

a) about the teaching:

the methods used should be more flexible and more time should be devoted to conversation and more importance given to student initiative.

b) about the teachers:

the students would like the teachers to be more competent and show more support in their attitudes. The teachers ask for better training which would be more in keeping with the particular type of teaching they are called upon to do.

c) about the students:

the students themselves think they should be better prepared psychologically before taking the LTP. Teachers would like to see a better selection system.

d) about the make-up of the groups/classes:

more uniformity is asked for, especially as regards abilities and levels of language skills, and as regards age.

e) about organizational aspects:

suggestions about organizational aspects were made mainly by the teachers: they want a more efficient administration in the Language Bureau and they want to be given professional status. Students did express more opinions about the legislation on bilingualism and said they would like language requirements to be more realistic.

S.3 SOCIO-PSYCHOLOGICAL ASSETS AND SHORTCOMINGS OF THE LTP'S
AFTER 6-9 MONTHS

In our study of the socio-psychological conditions of the use of French at work by English-speaking public servants, we have tried to draw an accurate portrait of the English-speaking public servant, with all his socio-biographical characteristics, his personal traits, his attitudes and motivations, and his perceptions of the organizational environment in which he works. We have also drawn a picture of his use of French at work and of the extent to which he retains the language skills acquired.

We will first try and give a descriptive summary of the current situation of the English-speaking public servants as regards the use of French and the retention of language acquisitions. We will then consider the assets and shortcomings of the language training program which we have been able to detect during our study of the total environment in which the public servant finds himself when he returns from the LTP.

- The study of the use of French at work by the public servant has shown that French was little used at work and that did not depend on the level of language skill (reading, writing, speaking, understanding) or on the person contacted (supervisor, subordinates, colleagues, employees from other departments, the public). French was not used in more than 20% of all communications required by the employee's work. The English-speaking public servant feels moreover he is using his various skills with more or less ease, and feels he is fulfilling his professional obligations almost as efficiently in the second language as in the first.

That information on the use of French at work was confirmed during the interviews. We also established that the use of French (particularly with the public and on the telephone) was

often accompanied by negative or mixed feelings: nervousness, loss of one's faculties, and mental block, or the feeling that it is more or less easy but can be managed. Finally, the difficulties encountered in the use of language skills would seem less after language training though, in fact, the English-speaking public servant does not use much more French after his LTP than before.

- A study of English-speaking public servants' attitudes and motivation shows they have a relatively high integrative motivation which exceeds in intensity their seemingly fairly poor instrumental motivation. Their attitude towards learning French is moderately positive, as is their interest in foreign languages. They show some enthusiasm for the francophone culture but are rather reserved with the francophones themselves. They can only expect symbolic support from family and friends. Finally, they deny feeling slightly anxious when using French in everyday life.
- The English-speaking public servant's organizational environment has put in focus what we have called a "socio-psychologically neutral situation", which leaves almost entirely to the English-speaking public servant the choice of his linguistic behaviour, as there are few concrete signs of the influence of theoretical factors determining the use of French at work.

The study of the variations in the use of French at work and of the retention of language acquisitions has outlined variables which go a long way to explain variations in the use of French and the retention of language acquisitions. As we know the relationships between each variable and the extent of use or retention of language acquisitions, and, as we had a description of each variable, we were able to weigh against one another the assets and shortcomings of the English-speaking public servant's linguistic status.

- Assets as regards the use of French at work

From our multiple regression analyses, some variables emerge as conducive to the use of French at work:

- interest in foreign languages plays a positive role in the use of the ability to read French;
- the authorities' support of the use of French at work plays a positive role in the use of French with the immediate supervisor;
- little anxiety felt when using French
 - . it plays a positive role in the ease felt in the use of French in general;
 - . it plays a positive role in the use of French in oral communications with other departments and with the public; that role is moderately important here;
 - . it plays a positive role in use with subordinates and in the spontaneous use of French as a second language; its importance is minor here;
- a positive attitude towards the learning of French plays a positive role but is of moderate importance in the use of French in oral communications with the work group;

- Assets as regards the retention of language skills in the second language

- little anxiety felt when using French plays a positive role in the retention of oral skills in French;

- Shortcomings as regards the use of French at work
 - little use of French outside the work environment
 - . it plays a negative role in the spontaneous use of French;
 - . it plays a negative role in the use of the ability to write in French, but that role is of moderate importance;
 - few opportunities to come in contact with French at work (small number of French-speaking employees)
 - . it plays a negative role in the use of French in oral communications with subordinates and co-workers (members of the immediate working environment). That factor is of moderate importance, however;
 - . it plays a negative role in the use of French with the immediate supervisor but that role is, here, of moderate importance;
 - lack of normative support from the work group plays a negative role (of minor importance) in the use of the ability to read French;
 - little importance given to "ambition, hard work, desire to succeed" plays a negative role in the use of French in oral communications with employees from other departments and with the public. However, that role is minor.

- Shortcomings as regards the retention of language skills in the second language
- little use of the ability to write in French is an important factor and a negative one in the retention of the ability to write in French. It is also a negative determinant in the retention of the ability to read French, although that is of lesser importance;
- little use of French outside work is an important negative determinant of the retention of the ability to read French. It is also an important negative determinant in the retention of the ability to understand spoken French.

SUGGESTIONS made by the English-speaking public servants of the
AFTER group

When looking at the suggestions made by the public servants themselves about the LTP's and the conditions in which they are given, it can be seen that they relate mainly to the socio-educational aspects of the programs: they suggest a more adequate program, better teaching and assessment methods, and structures within the department which would encourage the continuation of the learning process. Several suggestions relate to socio-political aspects: they ask that the legislation on bilingualism be more realistic, that criteria used to establish language requirements be closer to the real needs of the positions. A smaller number of suggestions relate to the organization; it is suggested that structures be set up to allow employees to use French more extensively, in order to improve their learning. Other suggestions concern the administration of the Language Bureau, psychological support, and requests for information.

S.4 GENERAL CONCLUSIONS

The main conclusions which can be drawn from Group C's work on the socio-psychological conditions of the learning and use of the second language in the Public Service of Canada are the following:

- a) The perception of the socio-psychological environment by the English-speaking and the French-speaking public servants is relatively neutral as far as the learning and use of the second language are concerned. In the organizational environment, the employees do not seem to think the second language offers much help in participating in the life of the organization, and they perceived little of their environment's determination of the use of the second language at work. In fact, they make little use of the second language at work. As for the psycho-educational context, it is also characterized by its neutrality, and the only outstanding factors, when considering the sources of difficulties or failures, are the lack of uniformity of the classes and the negative attitude of some students.
- b) Most public servants do not have a negative attitude. On the whole, they are not opposed to the learning and use of the second language; in that respect, they even show a positive attitude. But their motivation to learn and use the second language is neither very high nor encouraged by their environment.
- c) Official language requirements do not appear justified by the actual requirements of the job, at least in the eyes of English-speaking employees. Perceptions on that score do not lead one to believe there is a totally conflicting situation in that respect but, judged from the point of view of support to the motivation to learn and use the second language, there is no doubt the conflict relating to official language requirements may constitute an important obstacle for the English-speaking employee.

- d) Of all the socio-psychological determinants studied, it is the attitude towards learning the second language which most affects the perception of the learning situation (the psycho-educational context) by English-speaking employees. Among French-speaking employees, that attitude is accompanied by the perception of the extent of support given by friends and family to the learning of English, as well as the perception of the amount of support given by the authorities to the use of French at work and, finally, the teachers' assessment of some of their language skills.

Such results suggest solutions should be sought to clarify the feelings which accompany such attitudes and perceptions in the students, especially during the introduction to the program and in the first stages of the training.

- e) Attitudes towards the learning of a second language and towards foreign languages, the level of anxiety about the use of French, the perceived support of the use of the second language at work by the authorities, and the opportunities to come in contact with the second language at work and outside work are all factors which influence the use of the second language at work. The level of fluency reached at the end of the language training does little to influence the amount of French used by the English-speaking employee when coming out of the Language Bureau.

Two conclusions are suggested by those results: first, it is pointless to expect the second language to be used more extensively at work, as long as there are few contacts with the second language both at work and outside. And, while still trying to bring students to the highest level of fluency possible, the Language Bureau should try and do something about the feelings related to the attitudes and perceptions mentioned above.

- f) The level of use of French at work and outside, the assessment of the reconciliation between the official language requirements and the actual requirements of the positions, as well as the level of anxiety accompanying the use of the second language, are all important factors which influence the outcome (loss or retention) of the language skills, once the employee has gone back to work. The level of fluency reached at the end of the training has little effect on the retention of the language skills.

It would not be wrong to conclude that language training alone is not enough to ensure that skills retained and that, should he not use those skills, the public servant will lose them fairly quickly. A possible solution would be to reconcile as much as possible the official language requirements and the actual requirements of the positions. It would not ensure the retention of the language skills but it would ensure that the skills acquired correspond to real needs and that could, ultimately, constitute a realistic factor favouring the retention of acquired skills. The alternative would be to carry on with the objective alteration of the work environment by increasing the real requirements of the use of the second language (recruiting French-speaking employees, creation of UWP's, etc.).

BIBLIOGRAPHY

SEE FRENCH VERSION PAGE 953

APPENDICES

SEE FRENCH VERSION PAGE 959

PAGE

3.3	Résultats du Groupe APRES	A.3.3
3.3.1	Fonctionnaires anglophones	A.3.3.1
3.3.1.1	Données socio-biographiques	A.3.3.1.1-1-
3.3.1.2	Données de l'échelle B3U	A.3.3.1.2-1-
3.3.1.3	Résultats sur les variables indépendantes	A.3.3.1.3-1-
3.3.1.4	Analyses corrélationnelles et régression	A.3.3.1.4-1-
3.3.1.5	Données sur le maintien	A.3.3.1.5-1-
3.3.1.6	Analyses corrélationnelles et de régression avec le maintien	A.3.3.1.6-1-
3.3.2	Fonctionnaires francophones	A.3.3.2

APPENDICE 4: RÉSULTATS DÉTAILLÉS DES ÉTUDES DE VALIDATION DES INSTRUMENTS UTILISÉS PAR LE GROUPE C

4.1	Echelle B	A.4.1
4.2	Echelle G	A.4.2
4.3	Echelle P	A.4.3
4.4	Echelle B3U	A.4.4

RESULTATS INFORMATIQUES DETAILLES DES ANALYSES
STATISTIQUES DES GROUPES AVANT, PENDANT, APRES

ANNEXE 3:

2.4	SUGGESTIONS	A.2.4
2.4.1	AVANT	A.2.4.1-1-
2.4.2	PENDANT	A.2.4.2-1-
2.4.3	APRES	A.2.4.3-1-

PAGE

3.1	Résultats du Groupe AVANT	A.3.1
3.1.1	Fonctionnaires anglophones	A.3.1.1
3.1.1.1	Données socio-biographiques	A.3.1.1.1-1-
3.1.1.2	Données de l'échelle B1	A.3.1.1.2-1-
3.1.1.3	Résultats pour les variables indépendantes	A.3.1.1.3-1-
3.1.1.4	Analyses corrélationnelles et de régression	A.3.1.1.4-1-
3.1.1.5	Autres données s'il y a lieu	A.3.1.1.5-1-
3.1.2	Fonctionnaires francophones	A.3.1.2
3.2	Résultats du Groupe PENDANT	
3.2.1	Cours de FRANCAIS	A.3.2.1
3.2.1.1	Données socio-biographiques	A.3.2.1.1-1-
3.2.1.2	Données de l'échelle G et P	A.3.2.1.2-1-
3.2.1.3	Résultats pour les variables indépendantes	A.3.2.1.3-1-
3.2.1.4	Analyses corrélationnelles et régression	A.3.2.1.4-1-
3.2.1.5	Autres données s'il y a lieu	A.3.2.1.5-1-
3.2.2	Cours d'ANGLAIS	A.3.2.2
3.2.2.1	Données socio-biographiques	A.3.2.2.1-1-
3.2.2.2	Données de l'échelle G et P	A.3.2.2.2-1-
3.2.2.3	Résultats pour les variables indépendantes	A.3.2.2.3-1-
3.2.2.4	Analyses corrélationnelles et régression	A.3.2.2.4-1-
3.2.2.5	Autres données s'il y a lieu	A.3.2.2.5-1-

Table des Matières des Appendices Techniques

APPENDICE 1: INSTRUMENTS DE MESURE UTILISES

A.1.1-1-	1.1	Concept de soi (TSCS)
A.1.2-1-	1.2	Valeurs (Value Survey)
A.1.3-1-	1.3	Attitudes et motivations (C)
A.1.4-1-	1.4	Perceptions du milieu organisationnel (B)
A.1.5-1-	1.5	Perceptions du contexte psycho-pédagogique par les fonctionnaires-étudiants (G)
A.1.6-1-	1.6	Perceptions du contexte psycho-pédagogique par les professeurs (P)
A.1.7-1-	1.7	Utilisation de la langue seconde (B3U)
A.1.8-1-	1.8	Maintien des acquis linguistiques (B3M)
A.1.9-1-	1.9	Aspects qualitatifs de la situation AVANT les PFL (schèmes d'entrevue)
A.1.10-1-	1.10	Aspects qualitatifs de la situation PENDANT les PFL
		- schèmes de l'analyse d'évolution
		- questions ouvertes de G et P
A.1.11-1-	1.11	Aspects qualitatifs de la situation APRES les PFL (schèmes d'entrevue)
A.1.12-1-	1.12	SUGGESTIONS des fonctionnaires et des professeurs relativement à l'amélioration des PFL.

APPENDICE 2: RESULTATS BRUTS DES DONNEES QUALITATIVES

A.2.1	2.1	AVANT: entrevues des fonctionnaires anglophones
A.2.2	2.2	PENDANT: analyse d'évolution
A.2.2.1-1-	2.2.1	questions ouvertes de G et P
A.2.2.2-1-	2.2.2	APRES:
A.2.3	2.3	2.3.1 entrevues des fonctionnaires anglophones
A.2.3.1-1-	2.3.1	entrevues des fonctionnaires francophones
A.2.3.2-1-	2.3.2	entrevues des fonctionnaires francophones

Etant donné l'ampleur de ces appendices (plusieurs milliers de pages!), nous n'en avons préparé qu'une seule copie qui sera conservée à l'I.F.G. pendant une période d'un an (1er avril 1976 - 31 mars 1977).

La copie des bandes magnétiques sur lesquelles toutes les données brutes des études du Groupe C et des autres groupes de l'Equipe PFL ont été enregistrées sera, elle, au secrétariat du département de psychologie de l'Université d'Ottawa où elle sera disponible pendant une période de 5 ans, à compter du 1er avril 1976.

N.B. Le lecteur intéressé à consulter les Appendices du Groupe C ou à utiliser les bandes magnétiques de données brutes devra au préalable obtenir l'autorisation des responsables au Conseil du Trésor du Gouvernement Canadien.

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du milieu de travail en y augmentant les exigences réelles
d'utilisation de la langue seconde (recrutement de francophones,
création d'UTF, etc.)

Ces résultats suggèrent deux conclusions: d'une part, il est précaire de s'attendre à un taux d'usage plus élevé de la langue seconde au travail tant que les occasions de contacts avec la langue seconde ne seront pas plus nombreuses tant au travail qu'en dehors du milieu de travail; d'autre part, tout en maintenant l'objectif d'amener les étudiants à un niveau de compétence linguistique aussi élevé que possible, le Bureau des Langues devrait prendre soin de travailler au niveau des sentiments qui se rattachent aux attitudes et perceptions précitées.

f) Le taux d'usage de la langue française au travail et en dehors du milieu de travail, l'évaluation de la concordance entre les exigences linguistiques formelles des postes et les exigences réelles de la tâche, de même que le taux d'anxiété rattachée à l'usage de la langue seconde sont des facteurs importants dans le sort (perte ou maintien) réservée aux acquisitions linguistiques après le retour au travail. Le niveau de compétence atteint au terme de la formation compte à nouveau pour peu dans le maintien des acquis linguistiques.

Il n'est pas hasardeux de conclure ici que la seule formation linguistique ne suffit pas par elle-même à assurer le maintien des acquis linguistiques et que sans l'exercice de ses habiletés, le fonctionnaire voit celle-ci se perdre assez rapidement. Une voie possible de solution serait d'ajuster autant que possible les exigences linguistiques officielles des postes aux exigences réelles de la tâche; cela n'aurait pas pour effet premier d'assurer le maintien des acquis mais permettrait du moins d'acquérir des habiletés en fonction d'exigences réelles, lesquelles, par la suite, pourraient constituer un facteur réaliste de maintien. L'alternative à cette solution est de poursuivre la modification objective

d'une situation parfaitement discordante sous ce rapport; mais considérée sous l'angle du support à la motivation dans l'apprentissage et dans l'utilisation de la langue seconde, il ne fait pas de doute que la dissonance vécue par rapport aux exigences linguistiques formelles des postes puisse constituer un handicap important pour le fonctionnaire anglophone.

d) De tous les déterminants psycho-sociaux étudiés, c'est l'attitude devant l'apprentissage de la langue seconde qui colore le plus la perception de la situation d'apprentissage (le contexte psycho-pédagogique) chez les anglophones. À cette attitude s'ajoutent, chez les francophones, la perception du degré de support des amis et de la famille à l'apprentissage de l'anglais, de même que la perception du degré de support des autorités à l'usage de l'anglais au travail et, enfin, l'évaluation que les professeurs font de certaines de leurs habiletés linguistiques.

De tels résultats suggèrent d'eux-mêmes d'envisager des solutions de l'ordre de la clarification des sentiments qui se rattachent à de telles attitudes ou à de telles perceptions chez les étudiants, principalement au moment de l'accueil et dans les débuts de la formation linguistique.

e) Les attitudes devant l'apprentissage de la langue seconde et devant les langues étrangères, le taux d'anxiété rattachée à l'usage du français, la perception du support de l'autorité à l'usage de la langue seconde au travail, les occasions d'être en contact avec la langue seconde au travail et en dehors du milieu de travail sont autant de facteurs qui interviennent dans le taux d'utilisation de la langue seconde au travail; par ailleurs, le degré de compétence atteint au terme de la formation linguistique compte pour peu dans le taux d'usage de la langue seconde qui est fait par le fonctionnaire anglophone au sortir du Bureau des Langues.

S.4 CONCLUSIONS GÉNÉRALES

Voici les principales conclusions générales qui nous semblent devoir être dégagées des travaux du Groupe C sur les conditions psychosociales de l'apprentissage et de l'utilisation de la langue seconde dans la Fonction publique du Canada.

- a) La perception qu'ont le fonctionnaire anglophone et le fonctionnaire francophone de leur environnement psycho-social est relativement neutre quant à l'apprentissage et quant à l'utilisation de la langue seconde. Il apparaît en effet que, dans leur milieu organisationnel, les fonctionnaires n'attribuent pas une grande utilité à la langue seconde pour la participation à la vie de l'organisation et ne perçoivent que peu la détermination de leur milieu quant à l'utilisation de la langue seconde au travail. Dans les faits, également, ils utilisent peu la langue seconde au travail. Quant au contexte psycho-pédagogique, il se caractérise également par une certaine neutralité dont seules se dégagent, quand on considère les sources de difficultés et/ou d'échecs, le manque d'homogénéité des classes et une attitude défavorable chez certains étudiants.

- b) Les attitudes défavorables ne sont pas le fait de l'ensemble des fonctionnaires. Ces derniers, en effet, ne sont pas opposés à l'apprentissage et à l'utilisation de la langue seconde; ils démontrent même une attitude positive sous ce rapport. Par ailleurs, il semble que leur motivation à apprendre et à utiliser la langue seconde ne soit ni très élevée ni soutenue par la réalité dans laquelle ils s'insèrent.
- c) Les exigences linguistiques officielles des postes n'apparaissent pas justifiées par les exigences réelles de la tâche, du moins aux yeux des fonctionnaires anglophones. Les perceptions recueillies à ce sujet ne permettent pas de croire à l'existence

Quand on regarde les suggestions que les fonctionnaires formulent eux-mêmes au sujet des PFL et des conditions les entourant, on se rend compte qu'elles portent principalement sur les aspects socio-pédagogiques de ces programmes : on suggère un programme plus adéquat, de meilleures méthodes d'enseignement et d'évaluation et des structures, au sein du ministère, qui permettraient la poursuite de l'apprentissage. Plusieurs suggestions portent aussi sur les aspects socio-politiques : on demande que la loi sur le bilinguisme soit plus réaliste et que les critères utilisés pour établir les exigences linguistiques des postes soient plus près des besoins réels de la tâche. Un plus petit nombre de suggestions concerne les aspects organisationnels : on propose la création de structures qui permettraient aux fonctionnaires d'utiliser davantage le français afin de parfaire leur apprentissage. Les autres suggestions portent sur l'administration du Bureau des Langues, sur le support psychologique lié à l'utilisation et sur des demandes d'information.

dans le milieu de travail immédiat); ce facteur joue cependant un rôle d'une importance moyenne

- quant à l'usage du français avec le supérieur immédiat; mais ce rôle est ici d'importance secondaire

- l'absence du support normatif du groupe de travail joue un rôle négatif (mais d'importance secondaire) quant à l'usage de l'habileté à lire en français

- la place peu importante accordée à la valeur "ambitieux, bûcheur, désireux de réussir" joue un rôle négatif quant à l'usage du français dans les communications orales avec les fonctionnaires d'autres ministères et avec le public; mais ce rôle est d'une importance secondaire.

Points faibles par rapport au maintien des habiletés linguistiques dans la langue seconde

- le faible taux d'usage de l'habileté à écrire en français est un facteur important et négatif dans le maintien de l'habileté à écrire en français; c'est également un déterminant négatif du maintien de l'habileté à lire dans la langue française, lire dans la langue française, bien qu'avec une importance moyenne dans ce dernier cas

- le faible taux d'usage du français en dehors du milieu de travail constitue un déterminant important et négatif du maintien de l'habileté à lire dans la langue française; c'est également un déterminant important et négatif du maintien de l'habileté à comprendre le français parlé.

- L'usage du français dans les communications orales avec les subordonnés et dans l'usage spontané du français langue seconde; cependant, son rôle est ici d'une importance secondaire
- L'attitude positive devant l'apprentissage du français joue un rôle positif mais d'importance moyenne dans l'usage du français dans les communications orales avec le groupe de travail.

Points forts par rapport au maintien des habiletés linguistiques dans la langue seconde

- Le faible taux d'anxiété ressentie dans l'usage du français joue un rôle positif dans le maintien de l'habileté à s'exprimer oralement en français.

Points faibles par rapport à l'utilisation du français au travail

- Le faible taux d'usage du français en dehors du milieu du travail joue un rôle négatif dans:
 - L'usage spontané du français
 - L'usage de l'habileté à écrire en français; mais son rôle est ici d'importance moyenne
- Le manque d'occasions de contacts avec le français au travail (le petit nombre de francophones dans le milieu de travail) joue un rôle négatif:
 - dans l'usage du français dans les communications orales avec les subordonnés et les membres du "groupe de travail" (les personnes oeuvrant

L'étude de la variation de l'utilisation de la langue française au travail ainsi que celle du maintien des acquis linguistiques ont permis de dégager les variables qui jouent un rôle important dans l'explication de la variation de l'usage du français au travail et du maintien des acquis linguistiques. Comme nous connaissons le sens de la relation de chaque variable avec le degré d'utilisation ou de maintien des habiletés linguistiques et comme nous possédons une description de chacune de ces variables, il nous a été possible de faire un bilan des points forts et des points faibles de la situation linguistique du fonctionnaire anglophone.

- Points forts par rapport à l'utilisation du français au travail

Il ressort de nos analyses de régression multiple que certaines variables constituent des points forts quant à l'utilisation de la langue française au travail; ce sont:

- l'intérêt pour les langues étrangères joue un rôle positif dans l'usage de l'habileté à lire en français
- le support de l'autorité à l'usage du français au travail joue un rôle positif dans l'usage du français avec le supérieur immédiat
- le faible taux d'anxiété ressentie dans l'usage du français joue un rôle positif dans:

- l'aisance ressentie dans l'usage du français en général
- l'usage du français dans les communications orales avec fonctionnaires d'autres ministères et avec le public; son rôle est quand même ici moyennement important

En entrevue, nous avons confirmé ces données sur l'usage de la langue française au travail. De plus, nous avons pu établir

que l'usage du français (particulièrement avec le public et au téléphone) s'accompagnait souvent de sentiments négatifs ou ambivalents: nervosité, pertes de ses moyens et blocages, ou

l'impression que c'est plus ou moins facile, mais qu'on arrive à se débrouiller. Enfin, la difficulté ressentie dans l'usage

des habiletés linguistiques serait moindre après la formation linguistique malgré qu'au total le fonctionnaire anglophone

n'utilise pas beaucoup plus le français après qu'avant son passage dans un PFL.

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L'étude des attitudes et motivations des fonctionnaires anglophones révèle que ces derniers sont animés d'une motivation intégrative modérément élevée qui, par ailleurs, dépasse en intensité

leur motivation instrumentale, laquelle serait plutôt légère.

Leur attitude vis-à-vis l'étude du français est modérément

positive, de même que leur intérêt pour les langues étrangères.

Ils sont enthousiastes face à la culture canadienne-française,

mais plutôt réservées à l'endroit des Canadiens français eux-mêmes.

Ils ne peuvent compter que sur un support symbolique de leur

famille et de leurs amis. Enfin, ils nient légèrement ressentir

de l'anxiété quand ils font usage du français dans la vie

courante.

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Le milieu organisationnel du fonctionnaire anglophone a fait

ressortir ce que nous avons appelé une situation de "neutralité

psycho-sociale", situation en vertu de laquelle le choix du

comportement linguistique du fonctionnaire anglophone reposerait

en presque totalité sur ses épaules, peu de déterminants

théoriques de l'usage du français au travail ne se manifestant

en pratique avec relief dans son milieu de travail.

L'étude des conditions psycho-sociales d'utilisation de la langue française au travail chez les fonctionnaires anglophones a tenté de dégager un portrait précis du fonctionnaire anglophone dans ses caractéristiques socio-biographiques, dans ses traits personnels individuels, dans ses attitudes et motivations, dans ses perceptions du milieu organisationnel dans lequel il évolue. Nous avons également dégagé un portrait de l'usage qu'il fait de la langue française au travail et, enfin, du taux de maintien de ses acquis linguistiques.

Nous tenterons maintenant, dans un premier temps, de faire un résumé descriptif de l'état actuel de la situation du fonctionnaire anglophone en regard de l'utilisation de la langue française et du maintien des acquis linguistiques; dans un second temps, nous ferons le bilan des points forts et des points faibles du programme de formation linguistique que nous avons pu déceler au cours de cette étude du contexte global dans lequel baigne le fonctionnaire anglophone de retour du PFL.

- L'étude de l'utilisation du français au travail par les fonctionnaires a révélé que l'usage du français au travail était très peu considérable quelle que soit l'habileté linguistique considérée (lire, écrire, parler, comprendre) et quel que soit l'interlocuteur concerné (supérieur, subalternes, collègues, fonctionnaires d'autres ministères, public). Le taux d'usage de la langue française ne dépasse pas 20% de la somme totale des communications du fonctionnaire nécessitées par l'accomplissement de son travail. Le fonctionnaire anglophone ressent par ailleurs qu'il utilise ses diverses habiletés linguistiques avec plus ou moins de difficultés, et il estime remplir ses obligations professionnelles presque aussi efficacement dans sa seconde langue officielle que dans sa première langue officielle.

e) au sujet des aspects organisationnels:

ce sont surtout les professeurs qui font des suggestions au sujet des aspects organisationnels: ils désirent une administration plus efficace au Bureau des Langues et que leur soit accordé un statut professionnel. Les étudiants expriment davantage d'opinions à propos de la Loi sur le bilinguisme et des exigences linguistiques des postes qu'ils voudraient plus réalistes.

S.2.4 SUGGESTIONS formulées par les fonctionnaires et

Les professeurs à propos des PFL

Les principales SUGGESTIONS formulées par les fonctionnaires-étudiants et les professeurs en vue d'améliorer les programmes de formation linguistique continue et les conditions les entourant sont:

a) au sujet de la pédagogie:

qu'il y ait plus de flexibilité quant aux méthodes utilisées et qu'on accorde plus de temps à la conversation et plus de place à l'initiative de l'étudiant

b) au sujet des professeurs:

Les étudiants voudraient que les professeurs soient plus compétents et surtout que leurs attitudes soient plus supportables; les professeurs de leur côté réclament une meilleure formation qui soit en accord avec le type particulier d'enseignement qu'ils doivent donner

c) au sujet des étudiants:

Les étudiants eux-mêmes croient qu'ils devraient être mieux préparés psychologiquement avant d'entreprendre un PFL; les professeurs demandent à ce sujet que le système de sélection soit plus adéquat

d) au sujet de la composition des groupes-classes:

on demande qu'il y ait davantage d'homogénéité surtout quant aux aptitudes et au niveau de connaissance linguistique acquise et, en second lieu, quant à l'âge

proposer une activité extra-muros), mais il arrive à l'occasion que des étudiants puissent organiser entièrement les périodes d'après-midi, par exemple. La majorité des étudiants sont satisfaits de cette situation, mais 25% d'entre eux ne le sont pas

f) Pour ce qui est de l'intégration des membres de la classe, il apparaît que les étudiants choisiraient spontanément une proportion de 70% de leurs collègues s'il leur était donné le loisir de se constituer de nouveaux groupes. Par ailleurs, ils excluraient un peu plus de 20% de leurs collègues de ces groupes "libres"

g) Les perceptions de la situation d'apprentissage sont influencées par la méthode utilisée. Les étudiants francophones qui apprennent l'anglais selon une méthode "non définie" apparaissent plus satisfaits du travail qu'ils accomplissent et des acquisitions qu'ils font au plan linguistique

h) Les étudiants d'un niveau plus avancé expriment un plus grand nombre de rejets de leurs collègues; cette situation est probablement due au fait qu'au fur et à mesure de leur apprentissage linguistique, ils deviennent plus exigeants dans la sélection de ces derniers

i) Les étudiants qui sont dans un PFL depuis peu de temps sont plus satisfaits que ceux qui y sont depuis plus longtemps

j) Les professeurs ont tendance à apprécier davantage que les étudiants les activités pédagogiques, les méthodes pédagogiques, le travail et les apprentissages faits par les étudiants. De même ils surévaluent le degré de satisfaction des étudiants à l'endroit de l'initiative que leur permettent de prendre les conditions dans lesquelles les cours sont donnés.

S.2.3 Résultats de l'analyse d'évolution de classes

L'analyse qualitative d'évolution menée, au cours de 4 semaines consécutives, auprès de 13 classes relativement typiques de l'ensemble des classes de formation linguistique continue, nous révèle que, de façon générale, les fonctionnaires-étudiants ont un niveau de satisfaction assez élevé quant aux diverses dimensions de la situation d'apprentissage. Très brièvement, voici les autres points saillants de cette sous-étude:

- a) Le fonctionnaire-étudiant dans un PFL continue est très préoccupé de son progrès et se trouve finalement dans une situation de réapprentissage de son rôle d'étudiant. b) Il a le sentiment de travailler fort, même très fort, mais ne s'en plaint pas cependant. Il se montre plutôt content du travail qu'il produit à la suite de cet effort, de même que des acquisitions linguistiques que cela lui permet de réaliser

- c) Les conditions de travail à la faveur desquelles il accomplit sa tâche d'étudiant sont globalement perçues comme positives. Dans le cas de sentiments globaux moins positifs par rapport au PFL, c'est surtout l'attitude négative du professeur et ses déficiences pédagogiques qui en seraient la source, de même que le manque d'homogénéité d'aptitudes entre les étudiants

- d) Les activités pédagogiques et les méthodes pédagogiques seraient également satisfaisantes pour la grande majorité des étudiants, bien que 20% d'entre eux confient ne pas y trouver leur compte
- e) Les initiatives prises par les étudiants en classe semblent relativement limitées dans l'ensemble (poser des questions,

au sujet des valeurs : les liens sont épars ; la valorisation de la politesse, de l'ambition et de l'ouverture d'esprit ont des relations un peu plus constantes avec les perceptions positives. Le fonctionnaire qui a un rendement scolaire élevé perçoit plus positivement les aspects pédagogiques mais est plus critique devant le travail qu'il accomplit.

A propos des attitudes et de la motivation, il est assez surprenant de constater que la motivation intégrative explique très peu les perceptions. Cependant, l'attitude devant l'apprentissage d'une langue seconde les explique beaucoup. Or, le score de cette variable était passablement élevé pour les fonctionnaires francophones ; il semble donc que l'importance des intercorrélation entre cette variable et les perceptions soit un élément favorable.

De même, le fonctionnaire qui perçoit positivement son milieu de travail perçoit de la même façon le contexte psycho-pédagogique. Les deux composantes qui présentent les corrélations les plus importantes sont : l'adhésion au groupe de travail et le support apporté par les supérieurs à l'apprentissage et à l'utilisation de la langue seconde. Comme l'adhésion au groupe était élevée, cette relation est favorable ; par ailleurs, le support semblait assez faible, il s'agit donc d'un élément défavorable.

Bien que les variables individuelles expliquent 36% de la variation des perceptions, il reste que plusieurs éléments du contexte psycho-pédagogique sont perçus de la même manière par la plupart des fonctionnaires. Les éléments défavorables, mentionnés plus haut, restent les mêmes mais ils sont atténués si le fonctionnaire a un bon rendement scolaire, s'il adhère beaucoup à son groupe de travail, s'il a une attitude favorable envers l'apprentissage de la langue seconde et si son supérieur lui apportait son support avant les PFL.

c) Les éléments qui demeurent peu clairs:

- Les attentes des étudiants vis-à-vis de l'issue du cours,
- l'évaluation en général,
- le statut accordé à la fonction d'enseignant.

Les deux groupes s'accordent sur la compétence des professeurs et l'adéquation de la pédagogie employée; ils voient tous les deux des problèmes dus au manque d'homogénéité des classes et à la trop grande importance accordée à l'examen de connaissance linguistique. Cependant, les professeurs se disent très motivés par leur enseignement alors que les étudiants en sont moins certains; les professeurs mettent aussi davantage l'accent sur le manque de motivation des étudiants. Il semble plus facile, devant les situations difficiles, de remettre en question l'autre groupe plutôt que le sien.

La technique de la régression multiple nous a fait connaître quelques variables individuelles permettaient le plus d'expliquer les différences perceptions du contexte psycho-pédagogique. En moyenne, ce type de variables explique 36% de la variation. Cette proportion est à peu près la même pour chacun des aspects psycho-pédagogiques. Ce sont surtout les variables du rendement scolaire, les attitudes et la motivation et les perceptions du milieu organisationnel qui présentent des relations importantes. Les caractéristiques socio-biographiques, les variables d'intelligence, les aptitudes linguistiques n'ont que des liens rares et isolés avec les variables psycho-pédagogiques de sorte qu'il est difficile d'en tirer une image claire. Les variables de la personnalité sont en relation avec presque toutes les composantes psycho-pédagogique mais les traits qui en sont responsables varient sans cesse. Les traits: maître de lui, réaliste, sûr de lui et sérieux correspondent à des perceptions positives du contexte. La même situation se présente

D'après les réponses des professeurs anglophones, les aspects psycho-pédagogiques se regrouperaient ainsi:

a) Les éléments favorables:

- l'image que le professeur se fait de lui-même en tant qu'enseignant,

- son degré d'adhésion au bilinguisme,

- Le Bureau des Langues: son efficacité, l'atmosphère créée par les administrateurs, l'aide des conseillers pédagogiques aux étudiants,

- la méthode utilisée,

- la stabilité de sa carrière.

b) Les éléments défavorables:

- Le manque de motivation de plusieurs étudiants,

- Le manque d'homogénéité des groupes d'étudiants,

- l'inadéquation partielle des examens,

- Les tensions causées par l'obligation de passer le ECL,

- Le manque d'informations dispensées à l'étudiant,

- Les failles dans la collaboration entre les conseillers

pédagogiques et les professeurs.

C'est le degré de motivation à apprendre la langue française que nous avons pu le mieux comprendre à la suite des analyses de régression multiple effectuées, dégagant l'importance de l'attitude devant l'apprentissage du français et de l'usage du français à l'extérieur du milieu de travail dans la variation de la motivation à apprendre le français. Mais même dans ce cas, cependant, la proportion de la variance expliquée reste faible.

S.2.2 Pour les PFL d'ANGLAIS langue seconde

Pour les PFL d'ANGLAIS langue seconde, nous avons recueilli les perceptions et commentaires des fonctionnaires francophones et de leurs professeurs anglophones.

D'après les réponses des fonctionnaires francophones, les aspects psycho-pédagogiques pourraient se classer de façon suivante:

a) Les éléments favorables:

- la compétence des professeurs,
- la pédagogie en général,
- les attentes vis-à-vis de l'issue du cours,
- l'intérêt pour l'apprentissage chez un bon nombre d'étudiants;

b) Les éléments défavorables:

- la trop grande concentration du cours sur le ECL,
- le ECL comme source de tension,
- le manque de motivation d'un certain groupe d'étudiants,
- le manque d'homogénéité des groupes d'étudiants, surtout à propos du niveau linguistique;

c) Les éléments qui demeurent peu clairs:

- le manque de motivation d'un certain nombre de professeurs,
- le degré de cohésion du groupe d'étudiants,
- l'adéquacité du matériel pédagogique.

L'étude des perceptions des fonctionnaires-fédéraux à propos du milieu organisationnel dans lequel ils évoluaient avant d'entreprendre leur formation linguistique révèle que ces fonctionnaires-étudiants anglophones :

a) ressentent un attachement minimum à leur groupe de travail,

b) ne trouvent ni utile ni inutile la langue française pour assurer leur participation à la vie de l'organisation,

c) nient légèrement l'absence du support des autorités de leur ministère aux efforts d'utilisation de la langue seconde au travail,

d) reconnaissent plus ou moins l'existence d'un renforcement positif à l'usage de la langue française dans leurs relations avec différents interlocuteurs (collègues, fonctionnaires d'autres ministères, public) au travail,

e) ont une perception neutre quant au support normatif de leur groupe de travail à l'usage du français au travail,

f) n'utilisaient presque jamais le français au travail avant d'entreprendre leur formation linguistique.

Ce milieu organisationnel nous est apparu comme peu susceptible de consolider au plan émotif la détermination de l'étudiant à apprendre le français.

La variation dans la perception des composantes du contexte psychopédagogique, chez les fonctionnaires-étudiants anglophones, ne semble pas pouvoir être expliquée principalement à partir de leurs traits individuels et de leurs perceptions du milieu organisationnel dans lequel ils évoluaient au moment d'entreprendre leur formation linguistique.

L'étude des attitudes et des motivations des étudiants anglophones révèle par ailleurs:

a) qu'ils considèrent le français comme un outil valable d'intégration sociale et culturelle, et comme un outil de promotion professionnelle même si par ailleurs seulement 25% d'entre eux disent apprendre le français uniquement en fonction de leur carrière future;

b) qu'ils ont une attitude modérément positive à l'égard de l'activité même de l'apprentissage du français, malgré qu'un pourcentage considérable d'entre eux (40%) disent qu'ils aimeraient occuper leur temps à autre chose qu'au français;

c) qu'ils apprécient la culture canadienne-française, sans pour autant être très enthousiastes devant les canadiens-français eux-mêmes;

d) qu'ils ont un intérêt moyen pour les langues étrangères;

e) que le support qu'ils peuvent attendre de leur famille et de leur amis est plus symbolique que pratique;

f) qu'ils ressentent peu d'anxiété dans l'usage de la langue française en classe ou dans la vie quotidienne.

Les fonctionnaires-étudiants anglophones ont des perceptions partagées quant à la validité des exigences linguistiques des postes, en même temps qu'ils constatent que, compte tenu de ces exigences, il arrive que des personnes moins compétentes au plan de la tâche obtiennent des postes que d'autres personnes plus compétentes, mais qui ne répondent pas aux exigences linguistiques des postes, auraient normalement dû obtenir.

Nous voilà donc face à un contexte psycho-pédagogique qui, dans la perception des étudiants, n'est ni glorieux ni très reluisant, ni mauvais ni bon, ni exceptionnel ni vraiment déficient. Et de ce tout relativement neutre, la composition des groupes et l'attitude et la motivation des étudiants se dégageraient comme étant les deux principales sources de difficultés.

Les professeurs francophones, de leur côté, font état de perceptions généralement neutres à l'endroit des diverses composantes du contexte psycho-pédagogique. Sous ce rapport, ces perceptions rappellent celles des étudiants, à la différence près que les professeurs manifestent à deux reprises un accord dont l'intensité dépasse la frontière du neutre, une première fois pour exprimer leur perception positive d'eux-mêmes et une seconde fois pour souligner leur désir que la fonction d'enseignant soit revalorisée au Bureau des Langues.

La perception légèrement plus positive que les professeurs ont d'eux-mêmes comparée à celle que les étudiants ont d'eux (les professeurs) se retrouve également au niveau de l'identification des sources de difficultés dans la classe. Les professeurs placent leur attitude et leur motivation au sixième rang des sources de difficultés en classe alors que les étudiants logent ce facteur au troisième rang. Les professeurs leur rendent bien la monnaie de leur pièce; ils mettent l'attitude et la motivation des étudiants au premier rang des sources de difficultés en classe tandis que les étudiants logent eux-mêmes ce facteur au deuxième rang. Enfin, les deux groupes s'entendent pour identifier l'attitude et la motivation des étudiants comme premier facteur d'échec ou d'abandon et les difficultés particulières d'apprentissage comme deuxième facteur.

S.2 POINTS FORTS ET POINTS FAIBLES DES PFL, AU PLAN PSYCHO-PEDAGOGIQUE, PENDANT LEUR DEROULEMENT

Nous avons examiné séparément (chapitre cinquième) les conditions psycho-pédagogiques qui prévalent dans les programmes de formation linguistique continue de FRANCAIS langue seconde et d'ANGLAIS langue seconde. Voici ce qui ressort de ces deux études, de l'analyse qualitative d'évolution de classes au cours d'un mois typique et finalement des SUGGESTIONS formulées par les fonctionnaires et les professeurs de ces différents groupes.

S.2.1 Pour les PFL de FRANCAIS langue seconde

Pour les PFL de FRANCAIS langue seconde, on constate, à partir de l'ensemble des données recueillies auprès des fonctionnaires-étudiants anglophones que ces derniers témoignent de perceptions générales liées à l'endroit du contexte psycho-pédagogique dans lequel ils évoluent. Il semble qu'aucun point fort ne ressorte vraiment de façon claire, non plus qu'aucun point faible ne se manifeste avec évidence. Même les éléments qui sont perçus positivement - professeurs, cohésion du groupe, évaluations, méthode pédagogique, satisfaction du travail accompli, satisfaction relative au cours - arrachent à peine un minimum d'accord de la part des étudiants. C'est seulement en abordant les questions ouvertes que certains éléments se mettent à apparaître avec un certain relief. Les sources de difficultés y sont en effet campées avec des contours plus définis : composition des groupes, motivation des étudiants. Le même phénomène est observable lorsqu'il s'agit d'identifier les facteurs d'échec et d'abandon : motivation et attitude des étudiants, difficultés particulières d'apprentissage.

c) Les points moins clairs sont:

- Les comportements ou gestes venant de l'autorité pour supporter l'usage de la langue seconde;

- Le renforcement mitigé de l'usage par les francophones;

- Le support normatif visant l'utilisation;

- Les perceptions sur la possibilité d'utilisation ultérieure du bagage linguistique acquis au Bureau des Langues.

Les suggestions apportées par les fonctionnaires eux-mêmes dans le but d'améliorer cette situation peuvent se résumer de la façon suivante:

- a) on propose que le critère servant à désigner les postes soit les besoins réels de la tâche; on réclame donc une meilleure application de la loi sur le bilinguisme;

- b) on demande de recevoir plus d'informations sur le PFL;

- c) on croit que le climat au Bureau des Langues pourrait être amélioré et que le programme devrait être plus en accord avec les habiletés individuelles et l'utilisation future de la langue seconde.

Cette étude était centrée sur les perceptions des fonctionnaires. Nous n'avons pu vérifier l'opinion des collègues et des supérieurs de ces fonctionnaires ni observer directement ce qui se passait au sein du ministère. Bien que nous croyons que ces perceptions sont prépondérantes, il serait intéressant de les compléter en mesurant plus directement les conditions du milieu organisationnel.

a) les points forts sont:

- le niveau d'adhérence au groupe de travail;

- l'attitude favorable des supérieurs;

- l'utilité de la langue seconde avec le public et dans

les relations interpersonnelles avec les francophones;

- la perception positive du programme;

b) les points faibles sont:

- le peu de contact avec la langue seconde avant d'entreprendre la formation;

- le peu d'utilisation de la langue seconde par les francophones eux-mêmes;

- le manque d'utilité de la langue seconde pour accomplir la tâche;

- le manque d'informations venant du Bureau des Langues;

- les failles dans l'application de la loi;

Nous avons observé également que ce sont surtout les valeurs et les attitudes et la motivation face à la langue seconde qui sont en relation importante avec les perceptions du milieu organisationnel.

Ainsi, la valorisation de la responsabilité, de la compétence, de l'auto-nomie et du courage est en relation avec les perceptions positives alors que la valorisation de la propreté, de la politesse et de l'affection est en relation avec les perceptions négatives. Or, les fonctionnaires valorisent effectivement davantage les premières caractéristiques que les secondes. Il semble donc que, dans l'ensemble, les valeurs partagées par les fonctionnaires seraient des éléments favorables à leur préparation au PFL.

Presque tous les facteurs d'attitudes et de motivation sont en relation importante avec les perceptions du milieu organisationnel. Les attitudes positives vont de pair avec une vision favorable de l'application du bilinguisme. Or, les fonctionnaires ont des attitudes plutôt positives envers l'apprentissage de la langue seconde. Il semble donc que, dans l'ensemble, les attitudes des fonctionnaires seraient aussi des éléments favorables à leur adaptation au PFL.

Par ailleurs, les variables indépendantes et intermédiaires: caractéristiques socio-biographiques, traits psychologiques et attitudes, expliquent, en moyenne, seulement 24% des variations dans les perceptions des conditions organisationnelles. Tout en attribuant une partie de l'explication de tels résultats à des variables non mesurées, il semble bien que la plus grande partie de la variation des perceptions est indépendante des variables individuelles. Ces résultats nous ramènent aux conditions organisationnelles elles-mêmes. C'est pourquoi tout en gardant à l'esprit qu'un certain nombre de facteurs liés aux valeurs et aux attitudes des fonctionnaires sont des éléments favorables, nous croyons que ce sont surtout les composantes du milieu organisationnel qui peuvent mettre en relief les points forts et faibles de l'application du bilinguisme telles que perçues par les fonctionnaires.

A partir des réponses aux questionnaires et entrevues individuelles
AVANT les PFL, nous avons découvert (chapitre quatrième) que:

a) bien que le haut niveau d'adhérence au groupe de travail puisse
contribuer à faciliter le changement qu'implique le processus
de bilinguisation, il semble que la plupart des membres du groupe
de travail du fonctionnaire anglophone ne soient pas toujours
conscients de l'utilité de la langue seconde et que les normes
pouvant supporter l'utilisation de cette langue ne soient pas
claires;

b) bien que l'attitude de l'autorité supporte la motivation à
devenir bilingue, il semble qu'il y ait une carence quant aux
gestes concrets qui faciliteraient l'utilisation de la langue
seconde;

c) l'information reçue par les fonctionnaires pourrait être
améliorée, à la fois en ce qui concerne les motifs de désignation
des postes et aussi au sujet du type de programme et de la
façon dont il se déroule;

d) le peu de contact avec la langue seconde, avant d'entreprendre
la formation, ne facilite pas le changement.

c) de l'étude APRES les PFL.

Notre rapport se termine par la présentation des conclusions
générales que l'on peut dégager de l'ensemble des travaux du Groupe C.

b) L'échantillon du cours d'anglais comprenant:

- 44 fonctionnaires francophones de la RCN et 86 de Montréal
(soit 65% environ de la population-référence)

- 10 professeurs anglophones de la RCN et 20 de Montréal
(soit 40% environ de la population-référence)

c) L'échantillon de l'analyse d'évolution de classes comprenant:

- 78 fonctionnaires-étudiants

- et 15 professeurs répartis dans 13 classes de PFL.

L'étude C3, APRES les PFL, a été réalisée auprès de 93 fonctionnaires anglophones de retour dans leur milieu de travail depuis 6 à 9 mois.

Tous ont rempli les tests et questionnaires présentés et 41 d'entre eux ont participé à une entrevue individuelle.

Que se dégage-t-il de toutes les analyses faites sur les

informations recueillies auprès de ces personnes? Quels en sont finalement les résultats saillants en rapport avec les conditions psycho-sociales

des PFL du Gouvernement canadien? C'est ce à quoi nous allons maintenant nous attarder.

Nous allons présenter brièvement les résultats qui ressortent

a) de l'étude AVANT les PFL

b) de l'étude PENDANT les PFL

- pour le cours de FRANCAIS langue seconde

- pour le cours d'ANGLAIS langue seconde

- pour l'analyse d'évolution de classes au cours d'un mois typique

linguistique, savoir qui sont ces personnes (leurs caractéristiques personnelles), connaître les perceptions des professeurs qui enseignent à ces fonctionnaires dans les PFL, voir comment évolue une classe au cours d'un mois typique, etc.

Pour répondre à ces questions, nous avons d'abord revu rapidement, à partir des travaux d'autres groupes de l'Équipe PFL, le contexte de la politique du bilinguisme canadien pour en mieux connaître les événements saillants et les principaux objectifs, nous avons ensuite élaboré un cadre conceptuel pour identifier les variables psychologiques et psycho-sociales les plus pertinentes, finalement, nous avons défini une approche méthodologique comportant la définition d'objectifs opérationnels, la sélection des populations à étudier et le choix et/ou la construction d'instruments de mesure appropriés.

L'étude C1, AVANT les PFL, s'est faite auprès d'un échantillon de 189 fonctionnaires anglophones, soit environ 63% de la population-référence, qui ont accepté de remplir les tests et questionnaires que nous leur avons soumis et aussi, pour 41 d'entre eux, de participer à une entrevue individuelle.

L'étude C2, PENDANT les PFL, a comporté plusieurs échantillons et sous-échantillons:

a) L'échantillon du cours de français comprenant:

- 890 fonctionnaires anglophones de la RCN et 50 de Montréal (soit environ 55% de la population-référence)

- 275 professeurs francophones de la RCN et 15 de Montréal (soit environ 45% de la population-référence)

Congus au départ comme une étude pilote des "CONDITIONS
PSYCHO-SOCIALES DE L'APPRENTISSAGE ET DE L'UTILISATION D'UNE LANGUE
SECONDE DANS LA FONCTION PUBLIQUE DU CANADA", les travaux du Groupe
de recherche C de l'Equipe PFL apportent les éléments de réponse par
rapport à plusieurs aspects des programmes de formation linguistique
continue, AVANT, PENDANT et APRES leur déroulement.

Ces réponses, jointes à celles des autres Groupes de recherche
de l'Equipe PFL, permettent d'établir un diagnostic ¹²⁷ assez exhaustif
de la situation qui prévaut dans ces programmes et des conditions les
entourant. Nos travaux éclairent plus spécifiquement les aspects de
cette situation qui sont de nature psycho-sociale: le milieu de travail
du fonctionnaire AVANT et APRES les PFL, le contexte psycho-pédagogique
dans lequel se déroulent ces programmes.

Pour être encore plus précis, trois grandes questions et trois
objectifs centraux sont à l'origine de nos travaux:

- premièrement, "mettre en relief les conditions psycho-sociales
favorables ou défavorables du milieu organisationnel AVANT les
PFL" (étude C-1 AVANT)
- deuxièmement, "mettre en relief les conditions psycho-pédagogiques
favorables ou défavorables à l'apprentissage PENDANT les PFL"
(étude C-2 PENDANT)
- troisièmement, "mettre en relief les conditions psycho-sociales
favorables ou défavorables à l'utilisation de la langue seconde
au travail APRES les PFL" (étude C-3 APRES).

Plusieurs objectifs secondaires et sous-objectifs se sont greffés
à ces objectifs principaux: connaître les attitudes et motivations des
fonctionnaires anglophones et francophones qui poursuivent une formation

127
Rappelons que toutes les RECOMMANDATIONS de l'Equipe PFL sont condensées
dans le "RAPPORT SYNTHÉSE" du directeur de cette équipe. Les rapports
sectoriels A, B, C, D et E ont fourni la matière sur laquelle s'appuient
ces recommandations.

Synthèse et conclusions

Les suggestions ont été recueillies au moyen d'entrevues individuelles auprès de 40 fonctionnaires anglophones. Les suggestions plus fréquentes portent sur les aspects socio-pédagogiques; on suggère un programme plus adéquat, de meilleures méthodes d'enseignement et d'évaluation et des structures, au sein du ministère, qui permettraient la poursuite de l'apprentissage. Plusieurs suggestions portent sur les aspects socio-politiques: on demande que la loi sur le bilinguisme soit plus réaliste et que les critères utilisés pour établir les exigences linguistiques des postes soient plus près des besoins réels de la tâche. Un plus petit nombre de suggestions concerne les aspects organisationnels; on propose la création de structures qui permettraient aux fonctionnaires d'utiliser davantage le français afin de parfaire leur apprentissage. Le reste des suggestions portent sur l'administration du Bureau des langues, sur le support psychologique lié à l'utilisation et sur des demandes d'informations. L'analyse nous a permis de faire ressortir les éléments suivants:

- un programme plus adéquat pourrait fournir un apprentissage plus adapté aux besoins du fonctionnaire de retour dans son milieu de travail;
- de nouvelles structures, au sein du ministère, permettant d'utiliser davantage le français et des cours de "follow-up" pourraient amener le maintien et le prolongement de l'apprentissage;
- une loi plus souple et des exigences linguistiques plus réalistes pourraient supporter davantage la motivation à apprendre et à utiliser le français.

Bien que les fonctionnaires considèrent qu'une plus grande utilisation du français contribuerait au maintien et au prolongement de leur apprentissage, presque le tiers des réponses indique qu'il est difficile de se sentir motivé à faire l'effort de parler français. Selon eux, les exigences linguistiques de plusieurs postes sont identifiées de façon inadéquate, sans tenir compte des besoins concrets. C'est de retour au travail qu'on se rend compte que, très souvent, on peut très bien travailler en anglais presque exclusivement. Même les supérieurs ne seraient pas toujours convaincus de la nécessité de parler français. C'est pourquoi, au lieu de viser à produire un certain nombre (déterminer à l'avance) de fonctionnaires bilingues, on suggère que chaque tâche soit évaluée en fonction de ses besoins linguistiques concrets. D'après les personnes interviewées, le nombre de fonctionnaires envoyés aux PFL serait beaucoup plus restreint et, comme l'utilisation du français serait vraiment nécessaire dans ces cas, ces personnes auraient plus de chances d'être motivées envers l'apprentissage et son application.

Etant donné que le programme n'est pas toujours en accord avec les besoins du milieu de travail, les fonctionnaires ressentent le besoin de poursuivre leur apprentissage. Il est à peu près certain que même si le programme était amélioré, les moyens proposés demeureraient très utiles. Pour maintenir parfaitement ses connaissances linguistiques, il faut que l'individu soit en contact fréquent avec la langue en question. Certains fonctionnaires se plaignent de n'avoir pas assez d'occasions d'utiliser le français; c'est pourquoi, ils réclament des structures de travail qui les mettraient dans des situations où le français serait vraiment nécessaire. Certains sujets vont même jusqu'à proposer l'immersion en milieu de travail français pendant une certaine période. Dans le même sens, on propose des activités spéciales où les fonctionnaires seraient forcés de parler français entre eux. Ces mesures permettraient de transposer l'apprentissage à un niveau plus concret, de rappeler les connaissances antérieures et d'amener de nouvelles acquisitions. En plus d'une plus grande utilisation, on propose un apport plus nettement pédagogique: cours de rétention et de rappel.

6.7.4.2 Le maintien et le prolongement de l'apprentissage

Immersion.

qu'utilisé au travail); concernant les programmes d'apprentissage par permettaient de mesurer jusqu'à quel point on connaît le français tel de tous les jours); concernant les méthodes d'évaluation (tests qui les méthodes d'enseignement (plus de conversations dans des situations une situation de travail. Vont dans ce sens, les suggestions concernant d'apprendre le français en milieu scolaire et d'avoir à le parler dans Plusieurs propositions laissent entendre qu'il est très différent spécialisé indique que l'apprentissage est, selon eux, insuffisant. particulière. Le fait qu'on réclame un programme plus poussé et plus d'utilisation que le fonctionnaire pourrait en faire dans sa tâche habiletés linguistiques acquises soient plus en accord avec le type tiers des réponses porte sur des changements qui permettraient que les

6.7.3.5 Demandes d'informations

Les quelques suggestions recueillies ici concernent la situation du fonctionnaire avant qu'il n'entrepreneur le PFL. Comme dans l'étude "AVANT", on réclame que le fonctionnaire puisse prendre connaissance, à l'avance, de la date à laquelle débute le cours ainsi que de l'organisation matérielle liée au programme.

6.7.3.6 Aucun changement à effectuer

Un petit nombre de réponses n'étaient pas véritablement des suggestions mais plutôt : des commentaires positifs ou même des éloges. On dit, au fond, que des changements ne sont pas nécessaires dans le domaine en question. Les deux questions qui recueillaient le plus de ce type de réponses sont celles qui concernent le Bureau des Langues et le PFL.

6.7.4 Analyse et synthèse

Les modifications proposées pourraient permettre : un apprentissage plus adapté aux besoins du fonctionnaire de retour dans son milieu de travail, le maintien et le prolongement de l'apprentissage, une plus grande motivation à l'utilisation du français. Les réponses se répartissent à peu près également entre ces trois thèmes.

6.7.4.1 Apprentissage plus adapté aux besoins du fonctionnaire de retour dans son milieu de travail

Les sujets interviewés ont tous réussi à l'ECL/LKE de telle sorte qu'on pourrait s'attendre à ce qu'ils soient moins critiques que les fonctionnaires de l'étude "PENDANT" qui peuvent encore ressentir la crainte de l'échec. Cependant, leur évaluation des PFL peut maintenant avoir comme critère : l'utilisation possible de cet apprentissage. Le

Les suggestions concernant cet aspect sont moins nombreuses:

- Les suggestions à propos du ministère: 9.3%

Certains sujets croient que l'apprentissage se maintiendrait et se développerait si l'individu se trouvait placé dans une unité de travail où la langue française serait nécessaire presque tout le temps. D'autres proposent que leurs supérieurs structurent le travail de telle sorte qu'ils soient forcés de parler français pour toute une zone de leurs activités. Selon eux, il faudrait d'abord convaincre leurs supérieurs de l'utilité du français afin que ceux-ci leur apportent davantage de support.

- Les suggestions à propos du Bureau des Langues: 4.3%

On demande surtout que l'administration soit plus efficace, que ses politiques et façons de procéder soient mieux définies et que l'entente soit plus claire entre les différents responsables du programme.

Cet aspect étant relié à tous les autres, on ne regroupe ici que les suggestions qui portaient spécifiquement sur les relations interpersonnelles. Les réponses sont peu nombreuses. On désire recevoir, au sein du ministère, davantage de support afin de se sentir motivé à apprendre et à utiliser le français autrement que parce que c'est "obligatoire". On demande aussi, de la part des membres du Bureau des Langues, davantage d'ouverture psychologique aux étudiants.

Enfin, quelques suggestions portent sur la composition des groupes d'étudiants (qu'ils soient plus homogènes et plus restreints), sur les professeurs (plus grande compétence et attitudes plus positives) et sur l'accord entre le niveau linguistique à atteindre et le programme (plus grand accord).

Les suggestions à propos du retour au travail: 13.2%

Les fonctionnaires proposent qu'il y ait davantage de "follow-up" sous la forme de cours de rétention ou de rappel; ces cours pourraient être suivis pendant une ou deux semaines après un certain nombre de mois ou une heure par semaine pendant un an, deux ans. On suggère aussi des programmes spéciaux non didactiques sous la forme de rencontres, séminaires, activités en langue française.

Les suggestions de programmes qui remplaceraient le PFL: 6.9%

On croit surtout que l'apprentissage s'effectuerait plus facilement en procédant par immersion; le fonctionnaire-étudiant devrait être placé dans un milieu canadien-français.

6.7.3.2 Aspects socio-politiques

En second lieu, c'est l'aspect socio-politique qui recueille le plus de suggestions. On s'en prend surtout à la loi sur le bilinguisme: 15.7%. Ces fonctionnaires la jugent irréaliste, trop idéaliste, pas assez près des besoins réels. Selon eux, dans un grand nombre de postes identifiés bilingues, l'utilisation du français n'est absolument pas nécessaire. On suggère que la loi soit appliquée avec plus de souplesse et que le critère utilisé pour désigner un poste soit: Les besoins concrets de chaque tâche spécifique: 10.6%.

6.7.3.1 Aspects socio-pédagogiques

Dans l'ensemble, les suggestions portent avant tout sur les aspects socio-pédagogiques. Les réponses peuvent se diviser en trois thèmes:

- Les suggestions à propos du PFL: 24.2%

On demande surtout que le programme, en général, soit amélioré. Selon ces fonctionnaires, l'apprentissage devrait être plus poussé pour pouvoir leur permettre de répondre aux besoins linguistiques du milieu de travail. On propose aussi que le programme soit plus spécialisé, c'est-à-dire qu'on enseigne à chacun le type de français qu'il aura à utiliser dans sa tâche spécifique (par exemple: conversation de tous les jours versus: travail technique). Les quelques autres suggestions sont: que le programme soit moins rigide (plus adapté aux habiletés de chacun) et qu'il soit précédé d'un cours didactique préparatoire. On réclame aussi de meilleures méthodes d'enseignement et d'évaluation. A propos de l'enseignement, la moitié des réponses indique le désir d'avoir des méthodes plus traditionnelles; selon ces sujets, les méthodes audio-visuelles ne seraient pas adaptées à leur façon d'apprendre. L'autre moitié des réponses traduit le besoin d'avoir plus d'accent sur la conversation dans des situations de tous les jours. A propos de l'évaluation, on demande de réviser l'examen de connaissance de la langue et les tests de rendement ou d'en créer de nouveaux étant donné que, selon ces sujets, ces tests ne mesurent pas vraiment l'apprentissage effectué.

TABLÉAU 6.7-2- (suite)
Sugestions recueillies auprès des fonctionnaires anglophones APRES

Questions										Total
F										F
										%
14.1										14.5
14.2										14.4
14.3										14.5
0	1	5	0	0	6	3.8				
1	2	5	0	0	8	5.0				
total										
5. Demandes d'informations:										
avertir à l'avance du										
début du cours										
0	2	0	0	1	3	1.9				
organisation matérielle										
liée au programme										
0	0	0	0	1	1	0.6				
total										
6. Aucun changement à effectuer:										
(commentaires positifs)										
total										
0	5	4	1	0	10	6.3				
TOTAL DES SUGGESTIONS										
37	29	38	42	13	159					

TABLEAU 6.7-2- (suite)
Suggestions recueillies auprès des fonctionnaires anglophones APRES

Questions	F				
	14.1	14.2	14.3	14.4	14.5
Total					
	F				
	Z				

3. Aspects organisationnels:

Bureau des Langues:

- meilleure administration
- meilleure organisation

matérielle

Ministère:

- créer unités de travail (français nécessaires)
- davantage de support
- venant des supérieurs
- employer davantage de traducteurs

total

10	5	0	4	3	22	13.8
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4. Aspects psycho-sociaux:

Bureau des Langues:

- davantage d'ouverture psycho. aux étudiants

Ministère:

- cultiver amitié entre les 2 groupes ethniques

1	0	0	0	0	1	0.6
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TABLÉAU 6.7-2- (suite)

Suggestions recueillies auprès des fonctionnaires anglophones APRÈS

Questions		F		F		%		Total	
		14.1	14.2	14.3	14.4	14.5			
<hr/>									
2. Aspects socio-politiques:									
voter loi plus réaliste	0	0	0	23	2	25	15.7		
meilleure application de la loi	1	0	7	0	0	8	5		
. en général	0	0	0	7	0	7	4.4		
. critère: besoins con-	0	0	0	7	0	7	4.4		
crets de la tâche	0	0	0	2	0	2	1.2		
. critère: minimum de	0	0	0	0	1	1	0.6		
bilingues	0	0	0	0	1	1	0.6		
apprentissage volontaire	0	0	0	1	0	1	0.6		
gouvernement:									
. apprentissage en bas	0	0	0	1	0	1	0.6		
âge	0	0	0	1	0	1	0.6		
. d'avantage de valorisa-	0	0	0	1	0	1	0.6		
tion du fait de parler	0	0	0	1	0	1	0.6		
français	1	0	7	34	3	45	28.3		
total	1	0	7	34	3	45	28.3		

TABEAU 6.7-2-

Suggestions recueillies auprès des 40 fonctionnaires anglophones APRES

Question	F		Total				
	F	%	14.1	14.2	14.3	14.4	14.5
meilleur programme	0	3	9	0	1	13	8.5
meilleure méthode	0	2	5	0	0	7	4.4
meilleure évaluation	0	5	1	0	1	7	4.4
homogénéité des groupes d'étudiants	0	2	3	0	0	5	3.1
meilleurs professeurs	0	2	1	0	0	3	1.9
apprentissage par immersion	7	0	1	0	2	10	6.3
programmes spéciaux de retour au travail	9	0	0	0	0	9	5.7
"follow-up"	9	1	2	0	0	12	7.5
programmes cycliques	0	0	0	0	1	1	0.6
accord entre niveaux linguistiques et programme	0	0	0	3	0	3	1.9
total	25	15	22	3	5	70	44

1. Aspects socio-pédagogiques

6.7.3 Résultats détaillés

Le tableau 6.7-2- présente la synthèse des suggestions regroupées selon les différents aspects. Les pourcentages indiquent la proportion des réponses, dans un domaine, par rapport à l'ensemble des suggestions. Pour connaître les suggestions précises à chaque question, voir l'Appendice 2 section 2.4.3.

- l'application de la loi: les exigences linguistiques des postes
- les mesures gouvernementales possibles
- c) Aspects organisationnels
- Il peut s'agir de l'organisation:
- au Bureau des langues:
- . administration et organisation matérielle
- au sein du ministère:
- . mesures pour permettre davantage l'utilisation et le maintien de l'acquis
- . rôle des supérieurs
- . mesures pour alléger les besoins d'utilisation de la langue seconde
- d) Aspects psycho-sociaux
- Le climat psychologique et les attitudes:
- au Bureau des langues
- au sein du ministère
- e) Demandes d'informations
- Les sujets auraient voulu recevoir davantage d'informations avant d'entreprendre le programme.

La majorité des sujets a des moyens à suggérer pour faciliter le maintien de l'acquis et la poursuite de l'apprentissage. Ceci fait partie, bien sûr, de leur réalité immédiate. De même, une grande partie des fonctionnaires a une réaction claire aux exigences linguistiques des postes. Le pourcentage est presque aussi élevé au sujet du PFL qu'ils ont connu pendant plusieurs mois. A propos du Bureau des Langues, la proportion des répondants tombe à 55%; le programme offert par le Bureau est connu, mais plusieurs sujets ne se font peut-être pas une idée claire de l'organisation comme telle. La dernière question, ayant pour but de recueillir les suggestions portant sur des éléments non prévus dans les autres questions, apporte peu de réponses.

6.7.2.2 Catégorie de réponses

a) Aspects socio-pédagogiques

Les modifications suggérées portent sur:

- Le programme en général
- Les méthodes d'enseignement
- Les méthodes d'évaluation
- La composition des groupes d'étudiants
- Les professeurs
- Les programmes particuliers qui pourraient être mis sur pied

b) Aspects socio-politiques

Les suggestions concernent:

- la loi sur le bilinguisme

- aspects organisationnels
- aspects psycho-sociaux
- demandes d'informations

6.7.2 Description et catégorisation des suggestions recueillies

6.7.2.1 Catégorie de réponses

Le tableau suivant indique le nombre de suggestions recueillies à chacune des questions et la proportion des sujets qui font ces suggestions (chaque sujet ayant la possibilité de donner plusieurs réponses à chacune des questions).

<p>TABLÉAU 6.7-1- Taux de réponse à chacune des questions: 14.1 "Maintien des acquis", 14.2 "Bureau des langues", 14.3 "PFL en général", 14.4 "Exigences linguistiques des postes", 14.5 "Autres"</p>									
Questions					Total				
aucune réponse	6	18	9	7	31	suggestions	37	29	38
% des suggestions	23.3%	18.2%	23.9%	26.4%	8.2%	sujets qui font une suggestion	34	22	31
% des sujets qui font une suggestion	85%	55%	77.5%	82.5%	22.5%				

6.7.1.2 Échantillon

Il s'agit d'un sous-échantillon de fonctionnaires ayant suivi le programme continu et ayant complété leur apprentissage depuis 6 à 9 mois. Nous avons pu rejoindre seulement quatre fonctionnaires francophones; à cause de ce petit nombre, nous n'analyserons pas leurs résultats ici; ces résultats se trouvent à l'appendice 2, section 2.4.3. Quarante fonctionnaires anglophones ont été interviewés. Ce sont leurs suggestions que nous analysons ci-dessous.

6.7.1.3 Contenu des questions

Les questions étaient les suivantes:

"Auriez-vous des suggestions à faire:

Question 14.1: sur des moyens qui faciliteraient le maintien de l'acquis et la poursuite de l'apprentissage?

Question 14.2: sur le Bureau des langues?

Question 14.3: sur le programme de formation linguistique en général?

Question 14.4: à propos des exigences linguistiques des postes?

Question 14.5: autres suggestions".

6.7.1.4 Correction

La correction s'est faite sous forme d'analyse de contenu au moyen d'un système de codification portant sur cinq grands thèmes:

- aspects socio-pédagogiques

- aspects socio-politiques

6.7 QUELLES SUGGESTIONS CES FONCTIONNAIRES ONT-ILS A FORMULER A L'EGARD

DES PFL DU GOUVERNEMENT CANADIEN?

Les entrevues individuelles de cette étude nous ont amenées à faire ressortir les facteurs qui facilitent le développement et le maintien de ce qui a été acquis aux PFL ainsi que les facteurs qui pourraient nuire à ce développement ou à la préservation de cet acquis. Au moyen des questions sur les SUGGESTIONS, nous tentons maintenant de connaître les éléments que les fonctionnaires désirent le plus voir changer et dans quelle direction. Le maintien et le développement des acquis linguistiques peuvent dépendre à la fois de la qualité de l'apprentissage reçu, des réactions à la loi sur le bilinguisme, de la façon dont cette loi est appliquée, des conditions organisationnelles et du climat psychologique entourant l'utilisation de la langue seconde. Comme dans les autres études, les résultats ne donnent pas nécessairement l'ordre d'importance objectif des changements à effectuer mais plutôt, l'échelle de grandeur des besoins de changement du fonctionnaire tels qu'il les ressent¹²⁶. Etant donné que ces sentiments peuvent nettement influencer le fonctionnaire dans le degré d'utilisation qu'il fait de la langue seconde et dans sa motivation à continuer d'apprendre, nous croyons que ces suggestions apportent des éléments importants.

6.7.1 Bref rappel de la méthodologie

6.7.1.1 Instrument utilisé

Les suggestions ont été recueillies au moyen des entrevues individuelles de l'étude APRES (voir le chapitre de méthodologie pour connaître les conditions de cette cueillette d'informations).

126 Nous croyons IMPORTANT de rappeler que les SUGGESTIONS rapportées sont celles des fonctionnaires interviewés et non celles des auteurs de ce rapport.

RESUME DE LA SECTION 6.6

En résumé, les variables d'utilisation de la langue française au travail ou en dehors du milieu de travail se révèlent très importantes dans le maintien des acquis linguistiques et en même temps permettent d'identifier des déficiences importantes sous ce rapport du maintien des acquis linguistiques. Un seul facteur se manifeste positif; c'est le peu d'anxiété ressentie par les fonctionnaires anglophones lorsqu'ils font usage du français. Cela leur faciliterait le maintien de l'habileté à s'exprimer oralement en français.

Les occasions de contact avec la langue française au travail (le nombre de fonctionnaires francophones présents dans le milieu de travail) ne s'est pas révélé un facteur important de maintien des acquis linguistiques. C'est le cas également des aptitudes linguistiques telles qu'évaluées par le test MLAT.

125 L'habileté des fonctionnaires anglophones à comprendre le français parlé s'est légèrement perdue depuis la fin du PFL.

L'usage de l'habileté à écrire expliquerait pour sa part 8% de la variance du maintien de l'habileté à comprendre le français parlé. Cet usage, on le sait, ne se retrouve que dans moins de 20% des cas où le fonctionnaire anglophone écrit dans le cadre de l'accomplissement de ses fonctions. À ce titre, il représente une déficience d'une importance relative par rapport au maintien de l'habileté à comprendre le français parlé.

51% de la variance dans le maintien de l'habileté à comprendre le français parlé est expliquée par nos variables. Encore ici, l'usage de la langue seconde en dehors du milieu de travail apparaît comme une variable fort importante dans l'explication de la variance. À ce titre, et compte tenu que les fonctionnaires anglophones utilisent rarement le français en dehors du milieu de travail, on est à nouveau en présence d'une déficience importante en ce qui a trait au maintien de l'habileté à comprendre le français parlé.

d) Le maintien de l'habileté à comprendre le français parlé 125

L'âge apparaît enfin comme un facteur déterminant faiblement lui aussi le maintien de l'habileté à lire dans la langue seconde. La relation de l'âge et du maintien de l'habileté à lire en français est négative. Comme il s'avère que les fonctionnaires anglophones (du moins ceux de notre échantillon) se situent en majorité (68.7%) dans la classe des 35 ans et moins (voir la section 6.2), cela représenterait également une condition favorable, bien que pas très importante, de maintien de l'habileté à lire dans la langue française.

peu considérable ressentie par les fonctionnaires anglophones fait de cette variable un élément positif important du maintien de l'habileté à parler en français.

La perception des exigences linguistiques des postes constitue une variable relativement importante dans l'explication de la variance du maintien de l'habileté à parler dans la langue française. Nous savons, par ailleurs, que la perception moyenne des fonctionnaires à ce sujet se situe au point neutre et, cela étant, ne représente pas un facteur positif non plus qu'une déficience pour la moyenne des fonctionnaires anglophones quant au maintien de l'habileté à parler en français.

c) Le maintien de l'habileté à lire dans la langue française ¹²⁴

62% de la variance du maintien de l'habileté à lire dans la langue française est expliquée par nos variables. L'usage du français en dehors du milieu de travail explique à lui seul 27% de la variance. Cet usage constitue donc un élément du maintien fort important. Or, l'usage que les fonctionnaires anglophones font du français en dehors du milieu de travail est rare. Cet état de fait se présente donc comme une déficience par rapport au maintien de l'habileté à lire dans la langue française.

L'usage de l'habileté à écrire dans la langue française constitue également un facteur d'explication de la variance du maintien de l'habileté à lire dans la langue française, beaucoup moins importante cependant que l'usage du français en dehors du milieu de travail. Comme nous le savons, les fonctionnaires anglophones utilisent peu l'habileté à écrire en français. Cette variable fait donc à nouveau ressortir une déficience, moins importante que le manque d'usage de la langue française en dehors du milieu de travail, quant au maintien de l'habileté des fonctionnaires anglophones à lire dans la langue française.

¹²⁴ L'habileté des fonctionnaires anglophones à lire le français s'est légèrement perdue depuis la fin du PFL.

a) Le maintien de l'habileté à écrire dans la langue seconde 122

61% de la variance du maintien de l'habileté à écrire dans la langue française est expliqué par les facteurs que nous avons analysés. L'usage de l'habileté à écrire en français explique à lui seul 25% de la variance et un autre 10% peut être expliqué par la sûreté de la perception de soi (score de distribution au TSCS). Enfin, la perception de la concordance entre les exigences linguistiques formelles des postes et les exigences réelles de la tâche permet d'expliquer un 9% supplémentaire de la variance.

Nous savons que les fonctionnaires anglophones utilisent rarement (dans moins de 20% des cas) leur habileté à écrire dans la langue française; compte tenu de l'importance de cette variable dans le maintien de l'habileté à écrire en français, il s'avère que ce peu d'usage de l'habileté à écrire dans la langue française constitue une déficience importante pour le maintien de cette même habileté.

Les variables de concept de soi et de perception des exigences linguistiques, pour relativement importantes qu'elles puissent être, apparaissent par ailleurs comme des déterminants neutres pour la moyenne des fonctionnaires anglophones par rapport au maintien. Le score du concept de soi se situe, en effet, dans la moyenne par comparaison avec la population et la perception des fonctionnaires par rapport aux exigences linguistiques est au point neutre.

b) Le maintien de l'habileté à parler dans la langue seconde 123

63% de la variance de l'habileté à parler dans la langue française est expliquée par l'ensemble des variables que nous avons analysées. L'anxiété dans l'usage du français est une variable importante dans la prédiction du maintien de l'habileté à parler dans la langue française (elle explique 24% de la variance). On sait que l'anxiété

122 Les fonctionnaires anglophones ont un peu perdu de leur habileté à écrire et à parler dans la langue française depuis la fin de leur PFL (voir tableau 6.6-3-, section 6.6.2).

123 Idem

TABLÉAU 6.6-7- (suite)

Variables les plus importantes* dans l'explication de la composante

4. PROGRES DANS L'HABILETÉ A COMPRENDRE

chez les fonctionnaires de l'échantillon

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
---------------------	----------------------------------	----------------------------------	--------------------------------	------------------------------

Usage L 2 hors travail	.24	.24	.49	.49
Usage habil. écrire	.08	.33	.57	.47
Résist. quitter gp. trav.	.05	.39	.62	-.21
Exigences linguistiques	.02	.41	.64	-.33
Anxiété usage L 2	.02	.44	.66	-.44
Occas. contact L 2 gp. trav.	.02	.47	.68	.21
Ambitieux	.01	.48	.69	-.17
Usage hab. com. oral/gp. trav.	.01	.49	.70	.29

TABLEAU 6.6-7- (suite)
Variables les plus importantes* dans l'explication de la composante
3. PROGRES DANS L'HABILETE A LIRE
chez les fonctionnaires de l'échantillon

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
---------------------	----------------------------------	----------------------------------	--------------------------------	------------------------------

Usage L 2 hors travail	.27	.27	.52	.52
Usage habil. écrire	.07	.35	.59	.47
Age	.06	.42	.64	-.29
Anxiété usage L 2	.04	.46	.68	-.44
Obéissant	.02	.49	.70	.33
Exigences linguistiques	.02	.52	.72	-.26
Motivation intégrat.	.01	.53	.73	.21
Occas. contact L 2 gp. trav.	.01	.54	.73	.22
ECL/LKE ECRIRE (fin PFL)	.01	.56	.74	.12
Words in sentences	.00	.57	.75	.11
Variation	.01	.58	.76	-.20

TABLÉAU 6.6-7- (suite)

Variables les plus importantes* dans l'explication de la composante

2. PROGRES DANS L'HABILITE A PARLER

chez les fonctionnaires de l'échantillon

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
Anxiété usage L 2	.24	.24	.49	.49
Exigences linguistiques	.13	.38	.61	-.40
Usage habil. écrire	.04	.42	.65	.42
Us. hab. com. oral/subalt.	.02	.45	.67	.36
Résistance quitter gp. trav.	.02	.47	.69	-.20
Adhèrence gp. travail	.03	.50	.71	.31
Intérêt langue étrang.	.02	.53	.73	.22
Usage L 2 hors travail	.02	.56	.74	.48
Occas. contact L 2 subalt.	.01	.57	.75	.20
Serviable	.01	.58	.76	.24

TABLÉAU 6.6-7-

Variables les plus importantes* dans l'explication de la composante
1. PROGRES DANS L'HABILITE A ECRIRE
chez les fonctionnaires de l'échantillon

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
Usage habil. écrire	.25	.25	.50	.50
Distribution	.10	.36	.60	.28
Exigences linguistiques	.09	.46	.68	-.43
Occas. contact L 2 gp. trav.	.03	.50	.70	.30
Spelling clues	.03	.54	.73	.19
Anxiété usage L 2	.02	.56	.75	.38

* Résultats de la régression multiple par étapes (voir le "Manual SPSS" pour la description détaillée de cette technique et de la programmation suivie.

6.6.4.3 A partir de quelles variables peut-on le mieux prédire le

maintien de chacune des habiletés linguistiques?

Les tableaux 6.6-7- présentent les résultats des équations de régression multiple pour chaque composante du maintien des acquis linguistiques. Ces tableaux se trouvent à reprendre la proportion de la variance expliquée par chaque variable pour chaque composante du maintien tel que déjà présenté au tableau précédent. De plus, on y trouve le cumul des proportions de la variance expliquée par les variables retenues, 2) le coefficient de corrélation multiple et 3) le coefficient de corrélation simple des variables retenues avec chaque composante du maintien.

A la suite de la présentation de ces tableaux, nous procéderons à la discussion des résultats pour chaque composante du maintien des acquis.

TABLEAU 6.6-6- (suite)

Variables qui ressortent* dans l'explication des 4 composantes du MAINTIEN DES ACQUIS LINGUISTIQUES chez les fonctionnaires anglophones de l'échantillon APRES

Variables psychologiques et psycho-sociales	Composantes du MAINTIEN DES ACQUIS LINGUISTIQUES et % de la variance			
	Progrès hab. écrire	Progrès hab. parler	Progrès hab. lire	Progrès hab. comprendre
<u>- Attitudes et motivations</u>				
anxiété usage L2	.02	.24	.04	.02
intérêt langue étrangère		.02		
motivation intégration			.01	
<u>- Milieu organisationnel</u>				
exigences linguistiques	.09	.13	.02	.02
ocas. contact L2 groupe travail	.03		.01	
résist. quitter groupe travail		.02		.05
adhérence groupe travail		.03		.02
usage L2 hors travail		.02		.24
occas. contact L2 subalternes		.01	.27	
<u>- Utilisation de la L2</u>				
usage hab. écrire	.25	.04	.07	.08
usage hab. comm. oral/subalternes				
usage hab. comm. oral/groupe travail		.02		
<u>- Rendement scolaire linguistique</u>				
ECL/LKE écrire (fin PFL)			.01	.01

TABLeAU 6.6-6-

Variables qui ressortent* dans l'explication des 4 composantes du MAINTIEN DES ACQUIS LINGUISTIQUES chez les fonctionnaires anglophones de l'échantillon APRES

Variables psychologiques et psycho-sociales		Composantes du MAINTIEN DES ACQUIS LINGUISTIQUES et % de la variance		
		Progrès hab. écrire	Progrès hab. parler	Progrès hab. lire
- <u>Caractéristiques socio-biographiques</u>				
âge				.06
- <u>Traits psychologiques:</u>				
• <u>aptitudes linguistiques</u>				
spelling clues (MLAT)				.03
words in sentence (MLAT)				
• <u>concept de soi</u>				
distribution				.10
variation				.01
• <u>valeurs instrumentales</u>				
serviable				.01
obéissant				.02
ambitieux				.01

* Seules les variables qui expliquent 1% et plus de la variance sont présentées ici. Les données détaillées se trouvent dans l'Appendice 3.

6.6.4.2 Quel type de variables est prépondérant dans les relations avec les composantes du maintien des acquis?

Le tableau 6.6-6- présente en résumé la proportion de la variance expliquée par les variables que nous avons analysées. Pour fins de présentation, nous avons retenu que les variables qui expliquent 1% et plus de la variance¹²¹.

Les variables de perception du milieu organisationnel interviennent à 14 reprises parmi le total de 34 relations importantes que nous avons observées, avec une moyenne de variance expliquée de 7.2% par variable de cette catégorie.

Les variables d'utilisation du français au travail interviennent dans 6 des 34 relations importantes observées, pour une moyenne de variance expliquée de 7.6% par variable de cette catégorie.

Les attitudes et les motivations interviennent dans 6 des 34 relations importantes observées, avec une moyenne de variance expliquée de 5.8% par variable de cette catégorie.

Les valeurs sont impliquées à 3 reprises, les dimensions du concept de soi à 2 reprises, les aptitudes linguistiques à 2 reprises également, tandis qu'une seule variable socio-biographique intervient en une seule occasion.

¹²¹ Nous appellerons "relations importantes" ces relations qu'entretiennent les variables de prédiction et les composantes du maintien.

6.6.4 Quels facteurs sont les plus reliés au maintien des acquis linguistiques?

L'objectif de cette section est de faire ressortir les variables qui, analysées dans leurs multiples relations entre elles et avec les composantes du maintien des acquis linguistiques, permettent le mieux de prédire la variation que l'on peut observer dans le maintien des acquis linguistiques d'un individu à l'autre. La technique statistique utilisée à cet effet est la régression multiple¹¹⁹. Dans cette analyse de régression multiple, nous n'avons conservé que les variables qui entretenaient une relation significative à .05 avec les composantes du maintien.

6.6.4.1 Quelle proportion de la variance est expliquée?

Le tableau 6.6-5- présente la proportion de la variance expliquée pour chaque composante du maintien des acquis linguistiques¹²⁰. Les proportions de variance expliquée sont élevées et permettent de prédire une large partie de la variation dans le maintien des acquis linguistiques tel qu'évalué par le questionnaire anglophone lui-même au questionnaire B3M.

TABLEAU 6.6-5- Proportion de la variance expliquée pour chaque composante du maintien des acquis linguistiques		Composantes	% de la variance
écrire	61	parler	63
lire	62		
comprendre	51		

119 Pour l'explication détaillée de cette technique, voir le "Manual SPSS".
120 Voir l'appendice 3 pour les résultats détaillés.

tel était le cas, les fonctionnaires anglophones en auraient un peu perdu quant à leur habileté à écrire, à s'exprimer oralement en français et à comprendre le français parlé.

6.6.3 Quelles sont les variables reliées au maintien des acquis linguistiques?

Les corrélations simples existant entre nos variables psychosociales, les composantes de l'utilisation de la langue seconde au travail et le maintien des acquis linguistiques ont été présentées déjà dans la section 6.5.1 aux tableaux 6.5.1-1-.

Nous présentons ici au tableau 6.6-4- les indices de corrélation entre les composantes de l'utilisation et les composantes du maintien.

Indices de corrélation simple entre les composantes de l'utilisation et les composantes du maintien des acquis linguistiques				
Composantes de l'utilisation		Composantes du maintien		
lire	écrire	parler	écouter	
1. Usage habil. à lire	.31**	.35**	.44**	.38**
2. Usage habil. à écrire	.55**	.43**	.42**	.47**
3. Us. hab. com. oral/subalt.	.04	.37**	.18*	.33**
4. Us. hab. com. oral/fonct. et public	.30**	.38**	.37**	.40**
5. Us. hab. com. roal/gp. de travail	.18*	.22*	.19*	.29**
6. Us. ttes hab. ling./sup.	.29**	.23**	.29**	.28**
7. Usage spontané L 2	.43**	.44**	.38**	.43**
8. Facilité actuelle dans L 2	.35**	.44**	.37**	.42**

Indice de corrélation significatif à . * .05, ** à .01

Auto-évaluation du maintien des habiletés linguistiques depuis la fin de la formation linguistique; échelle de réponse

Echelle de réponse

Impossible de J'en ai beau- J'en ai un Ca s'est J'ai un peu J'ai beau-
me prononcer coup perdu peu perdu maintenu progressé coup progressé

(0)

(1)

(2)

(3)

(4)

(5)

habileté à lire en français

2.80

90

1.11

habileté à écrire en français

2.03

90

1.24

habileté à comprendre le français

2.60

90

1.19

habileté à s'exprimer oralement en français

2.36

90

1.25

écart-type

Les réponses obtenues des fonctionnaires anglophones indiquent donc qu'ils jugent que leur niveau d'habileté s'est pratiquement maintenu pour ce qui est de l'habileté à lire et à comprendre le français parlé (habiletés réceptrices) tandis qu'il y aurait eu une légère perte en ce qui a trait aux habiletés à écrire et à s'exprimer oralement (habiletés émettrices).

Notons que l'auto-évaluation des fonctionnaires anglophones

quant à leur habileté à lire (compréhension écrite) corrobore les résultats présentés au tableau 6.6-2- à savoir que les résultats au sous-test de compréhension écrite du ECL se maintiennent après 6-9 mois. On peut penser que pour les autres habiletés linguistiques, l'auto-évaluation des fonctionnaires constitue un bon indice de leur maintien réel. Si

TABLEAU 6.6-2-					La différence moyenne observée entre les résultats des fonctionnaires anglophones au sous-test de compréhension écrite du ECL passé entre 6 et 9 mois après la formation linguistique et les résultats obtenus au même sous-test à la fin de la formation linguistique				
1.	2.	3.	M	N	écart-type	1. résultats au ECL (lire)	2. résultats au ECL (lire)	3. différence moyenne entre	1 et 2
6-9 mois après	fin de la formation					22.93	23.60	- 0.67	
82	73	59				4.76	4.83		3.08

Les données présentées au tableau 6.6-2- indiquent que l'habileté de compréhension écrite (lire) s'est maintenue sur une période de 6 à 9 mois après la fin de la formation linguistique.

Nous avons également tenté d'évaluer le degré de maintien des acquis linguistiques en demandant aux fonctionnaires de faire leur propre évaluation à ce sujet. Le questionnaire B-3-M était réservé à cet effet 118. Le fonctionnaire devait évaluer, pour chacune des quatre habiletés linguistiques, s'il en avait perdu, si ça s'était maintenu ou s'il avait progressé. Le tableau 6.6-3- présente les résultats obtenus pour chacune des habiletés linguistiques; on y trouve également l'échelle de réponse utilisée.

118 Voir l'Appendice 3, section 3.3.3 pour les résultats détaillés, et voir le Chapitre 3 pour une description du B3M.

TABLEAU 6.6-1- Les résultats des fonctionnaires anglophones du groupe APRES au ECL subi au terme de leur formation linguistique			
Habilités	N	M	écart-type
- lire	73	23.60	4.83
- écrire	73	17.10	4.31
- parler	73	28.46	4.46
- écouter	73	51.71	11.79

6.6.2 Jusqu'à quel point leurs acquis se sont-ils maintenus après 6-9 mois?

Nous avons tenté d'évaluer sommairement le degré de maintien des acquis linguistiques après 6-9 mois d'usage de la langue seconde en dehors des cadres du Bureau des Langues. Comme il n'était pas réaliste de penser administrer à nouveau à ces fonctionnaires du groupe APRES tous les sous-tests du ECL, nous avons décidé de leur administrer le sous-test de compréhension écrite (lire) et de comparer leurs résultats avec ceux qu'ils avaient obtenus 6-9 mois auparavant au même sous-test du ECL.

Le tableau 6.6-2- présente la différence moyenne observée entre les résultats obtenus au sous-test de "compréhension écrite" du ECL (lire) subi 6-9 mois après la formation et ceux obtenus au même sous-test à la fin de la formation linguistique. On trouve aussi dans ce tableau les résultats moyens au sous-test pour chaque moment d'administration, les écarts-types observés et le nombre de fonctionnaires impliqués dans chaque mesure.

6.6 QUELS SONT LES LIENS DE L'UTILISATION DE LA LANGUE SECONDE ET DES

AUTRES FACTEURS PSYCHOLOGIQUES OU PSYCHO-SOCIAUX AVEC LE MAINTIEN

DES ACQUIS LINGUISTIQUES CHEZ LES FONCTIONNAIRES ANGLOPHONES DU

GROUPE APRES?

La présente section a pour but de faire ressortir les rapports qui existent entre le maintien des acquis linguistiques et les autres variables que nous avons étudiées jusqu'à maintenant: usage de la langue française au travail, caractéristiques socio-biographiques, traits psychologiques individuels, attitudes et motivations, milieu organisationnel. Comme toutes ces variables ont déjà été décrites dans les sections précédentes, nous limiterons ici à décrire d'abord 1) le niveau de compétence linguistique atteint par les fonctionnaires anglophones à leur sortie des PFL et 2) le maintien de leurs acquis linguistiques 6-9 mois après les PFL; puis nous présenterons 1) les liens existant entre les dites variables et nos mesures du maintien des acquis linguistiques, et enfin 2) les variables qui apparaissent être les plus reliées au maintien des acquis linguistiques.

6.6.1 Quel était le niveau de compétence linguistique atteint par les fonctionnaires anglophones du groupe APRES à leur sortie des PFL?

Le tableau 6.6-1- présente les résultats moyens obtenus au ECL par les fonctionnaires anglophones du groupe APRES à leur sortie des PFL, et ce, dans les quatre habiletés linguistiques - lire, écrire, parler, écouter. Le tableau indique également le nombre de fonctionnaires concernés et l'écart-type observé dans les résultats.

TABLÉAU 6.5.1-5-

Les variables psycho-sociales étudiées et leurs relations avec les composantes de l'utilisation du français au travail

VARIABLE	IMPORTANCE			ROLE ACTUEL		COMPOSANTE DE L'USAGE
	.20et+	.19à.10	.09à.05	+	-	
Intér. l. étrang.	x			x		lire
soutien autorité	x			x		com. avec supérieur
anxiété usage L2	x			x		facilité dans L2
usage L2 hors travail	x			x		usage spontané
anxiété usage L2	x			x		com. oral. fonct. public
attit. apprentissage L2	x			x		com. oral. gr. trav.
usage L2 hors travail	x			x		écriture
occasions contacts L2		x				com. oral. subalt.
subalt. (nombre subalt. franco.) et gr. tr. (nb. coll. franco.)		x				com. oral. subalt.
anxiété usage L2		x				gr. tr.
anxiété usage L2		x				com. oral. subalt.
absence renf. usage L2		x				com. supé. subalt.
anxiété usage L2		x				usage spont.
occas. contacts gr. tr.		x				com. supér.
absence support gr. tr.		x				lire
valeur "ambitieux"		x				com. oral. fonct. public

En guise de résumé, nous allons présenter dans un tableau-synthèse les variables psychosociales dont nous avons discuté dans les pages précédentes, en indiquant leur degré d'importance dans l'explication de la variance, en indiquant si elles représentent actuellement un point fort (+) ou un point faible (-) quant à l'usage du français au travail par les fonctionnaires anglophones et en indiquant la composante de l'usage du français au travail par rapport à laquelle les deux premières dimensions (importance, rôle) sont évaluées.

Nous allons présenter dans l'ordre:

- 1) Les variables très importantes par la proportion de la variance qu'elles expliquent et positives en regard de l'usage
- 2) Les variables très importantes par la proportion de la variance qu'elles expliquent et négatives quant à l'usage
- 3) Les variables importantes par la proportion de la variance qu'elles expliquent et positives quant à l'usage
- 4) Les variables importantes par la proportion de la variance qu'elles expliquent et négatives quant à l'usage
- 5) Les variables moins importantes par la proportion de la variance qu'elles expliquent et positives quant à l'usage
- 6) Les variables moins importantes par la proportion de la variance qu'elles expliquent et négatives quant à l'usage.

Ce tableau-synthèse apparaît à la page suivante - tableau

6.5.1-5-

L'ensemble des variables psycho-sociales étudiées permettent d'expliquer 38% de la variance de l'usage spontané du français. L'usage du français en dehors du milieu de travail permet à lui seul d'expliquer 25% de la variance. Sachant que les fonctionnaires anglophones utilisent rarement le français en dehors du milieu de travail, il appert que nous sommes là en présence d'un important facteur négatif d'usage spontané de la langue seconde au travail, tant avec le groupe de travail qu'avec les fonctionnaires d'autres ministères ou avec le public.

Le peu d'anxiété vécue par les fonctionnaires anglophones dans l'usage du français constitue par ailleurs un élément positif, bien que moins important (ce facteur explique 7% de la variance), dans la variation de l'usage spontané du français au travail.

h) La facilité ressentie dans l'usage du français 117

Près des deux tiers de la variation dans la facilité avec laquelle le fonctionnaire anglophone ressent qu'il peut se servir de ses habiletés linguistiques sont expliquées par les variables que nous avons étudiées. C'est la perception de l'anxiété rattachée à l'usage de la langue seconde qui explique à elle seule 55% de la variance. Nous avons déjà observé que les fonctionnaires anglophones se perçoivent comme pouvant utiliser le français avec plus ou moins de facilité. Comme ils ne démontrent que peu d'anxiété dans l'usage du français, cela constitue un élément assez favorable et par ailleurs, fort important dans la perception qu'ils peuvent avoir d'eux-mêmes comme pouvant utiliser le français avec facilité.

- 116 Les fonctionnaires anglophones n'utilisent que le français que dans moins de 20% des cas où son usage serait facultatif (voir la section 6.1).
- 117 Les fonctionnaires anglophones perçoivent comme plus ou moins grande leur aisance générale en français.

de support de l'autorité à l'usage du français en détiennent à elle seule 21%. On a vu déjà (voir la section 6.4) que les fonctionnaires anglophones nient légèrement que les autorités de leur ministère ne soient pas un support à l'usage du français au travail. Cela étant, il apparaît donc que l'attitude actuelle des autorités est un facteur très important et légèrement positif par rapport à l'usage que le fonctionnaire anglophone fait du français dans ses communications avec son supérieur immédiat.

Le renforcement général dans l'usage de la langue seconde dont le fonctionnaire anglophone admet légèrement ne pas jouer constitue un second facteur déterminant de l'usage du français avec le supérieur immédiat, quoique ce dernier facteur soit moins important que ne l'est la perception du support des autorités à l'usage du français au travail. De façon assez étonnante, ce sont ceux qui perçoivent le plus le manque de leurs interlocuteurs à leur communiquer un encouragement dans l'usage qu'ils font du français qui utilisent le plus le français avec leur supérieur immédiat. Dans ce sens, la perception qu'ont les fonctionnaires anglophones d'une absence de renforcement apparaît ici comme un élément légèrement positif par rapport à l'usage du français. Ce n'est cependant pas un facteur très important quant à la proportion de la variance expliquée.

Le nombre peu élevé de fonctionnaires francophones dans le milieu de travail constitue enfin un facteur négatif, quoique pas très important quant à la proportion de la variance qu'il explique, d'usage du français avec le supérieur immédiat. Il est d'ailleurs remarquable que, bien que l'usage du français avec le supérieur immédiat soit en corrélation positive avec le nombre de fonctionnaires francophones dans l'entourage, ce facteur ne compte que pour si peu dans l'explication de la variation dans l'usage du français avec supérieur immédiat. On pourrait imaginer que dans un groupe composé également d'anglophones et de francophones, l'usage du français avec le supérieur immédiat ne soit pas plus considérable que dans un groupe à majorité anglophone si on ne perçoit pas le support de l'autorité à l'usage du français au travail.

constitue donc un déterminant positif important de l'usage du français oral avec son groupe de travail pour le fonctionnaire anglophone. A l'inverse, l'absence relative de collègues francophones dans le groupe de travail du fonctionnaire anglophone constitue évidemment un facteur négatif d'usage du français dans ce milieu. Pourtant, il est intéressant de noter que l'attitude apparaît ici comme étant un facteur beaucoup plus important de variation dans l'usage du français avec le groupe de travail que le nombre même de francophone dans ce groupe. Même l'absence de renforcement positif dans l'usage du français influence moins l'usage du français que l'attitude devant l'apprentissage du français. Cette absence de renforcement que les fonctionnaires anglophones perçoivent légèrement¹¹⁴ constitue une condition légèrement défavorable à l'usage du français oral avec le groupe de travail, bien qu'elle constitue un facteur moins important de variation que l'attitude et le nombre de francophones présents dans le groupe de travail.

Par ailleurs, la place importante (le 3e rang dans leur choix de valeurs) que les fonctionnaires anglophones réservent à la valeur "large d'esprit" constitue un facteur positif d'usage, de même que le peu d'importance (le 14e rang) qu'ils accordent à la valeur "maître de soi" constitue un facteur qui contrecarre l'action des variables favorables à l'usage du français oral avec le groupe de travail. Mais ces deux facteurs sont moins déterminants que l'attitude face à l'apprentissage du français et le nombre de fonctionnaires francophones dans le groupe de travail.

(f) L'usage du français avec le supérieur immédiat¹¹⁵

Quelque 35% de la variance des perceptions de l'usage du français (sous toutes ses formes) dans les communications avec le supérieur immédiat est expliquée par les variables que nous avons retenues. De cette proportion de la variance expliquée, la perception de l'absence

114

Voir la section 6.4.

115

Les fonctionnaires anglophones n'utilisent presque jamais le français avec leur supérieur immédiat. Voir la section 6.1.

Compte tenu que les fonctionnaires anglophones se perçoivent peu anxieux dans l'usage de la langue seconde, cette condition importante pour l'usage du français avec les fonctionnaires et le public s'avère donc également, un élément positif quant à cette composante de l'usage du français au travail.

Le nombre de collègues francophones dans le groupe de travail¹¹² est peu considérable (20%) et constitue en cela un facteur négatif d'usage de la langue seconde avec les fonctionnaires et le public. On

sait la place (15^e rang) que les fonctionnaires anglophones font à la valeur "ambitieux" dans leur échelle des valeurs et c'est donc là

également un élément négatif par rapport à l'usage de la langue seconde dans les communications orales avec les fonctionnaires et le public.

Enfin, la perception neutre qu'ils ont de l'accord entre les exigences linguistiques formelles et les exigences réelles de la tâche font de ce facteur un élément neutre quant à l'usage du français qu'on observe chez eux dans leurs relations avec les fonctionnaires d'autres ministères et le public.

e) L'usage des habiletés de communication orale avec le groupe de travail¹¹³

Près de 50% de la variance dans l'usage du français dans les communications orales avec le groupe de travail est expliquée par les variables que nous avons étudiées.

Les attitudes devant l'apprentissage du français et le nombre de fonctionnaires francophones dans le groupe de travail expliquent 24% de la variance. Ce sont donc des facteurs importants de variation. L'échelle C nous révélait que les fonctionnaires anglophones ont une attitude fort positive par rapport à l'apprentissage du français et ceci

112 Voir la section 6.4.

113 Les fonctionnaires anglophones utilisent le français dans environ 20% de leurs communications orales avec leur groupe de travail (voir section 6.1).

Compte tenu de l'importance du nombre de subalternes franco-phones dans la variance de l'usage des habiletés de communication orale dans la langue seconde avec les subalternes, il apparaît que le nombre peu élevé de ces subalternes francophones constitue actuellement une condition négative importante d'usage du français oral à ce niveau pour les fonctionnaires anglophones.

L'anxiété ressentie dans l'usage de la langue seconde chez les fonctionnaires anglophones n'est pas élevée¹⁰⁹. Ce faible taux d'anxiété constitue un facteur positif d'usage des habiletés de communication orale avec les subalternes, quoique ce ne soit pas un facteur très important dans la variation dans cette composante. Par ailleurs, le support que les fonctionnaires anglophones obtiennent de la famille et des amis est neutre¹¹⁰; l'usage qu'ils font du français dans leurs communications orales avec leurs subalternes ne s'en trouve ni favorisé, ni défavorisé, pour ce qui est de la moyenne des fonctionnaires anglophones.

d) L'usage des habiletés de communications orales avec le public et les fonctionnaires¹¹¹

Le taux d'anxiété dans l'usage de la langue seconde expliquée à lui seul 16% de la variance de l'usage des habiletés de communication orale avec le public et les fonctionnaires. Nous expliquons au total près de 50% de la variance de cette composante avec nos différentes variables psycho-sociales.

C'est l'habileté décelée par le MLAT (sous-test "words in sentence"), le nombre de francophones dans le groupe de travail et la place accordée à la valeur "ambitieux" qui déterminent le plus en second lieu la variation dans l'usage du français dans les communications orales avec le public et les fonctionnaires.

109

Voir la section 6.3.

110

Voir la section 6.3.

111

Les fonctionnaires anglophones utilisent le français dans moins de 20% de leurs communications orales avec le public et les fonctionnaires d'autres divisions ou ministères.

parlé telle que mesurée par le ECL, le manque des interlocuteurs franco-phones à insister pour communiquer dans leur langue sont relativement moins déterminants dans la variance de l'usage de l'habileté à écrire dans la langue seconde. La position des fonctionnaires anglophones en regard de ces divers déterminants de l'usage font que ces facteurs jouent un rôle négatif, positif ou neutre dans l'usage actuel que les fonctionnaires font de l'habileté à écrire dans la langue française. Ainsi, le peu d'importance qu'ils accordent à la valeur "maître de soi, discipliné" de même que leur perception d'un manque d'insistance des interlocuteurs francophones pour communiquer dans leur langue¹⁰⁵ contribue à faible taux d'usage de l'habileté à écrire en français qu'on observe chez eux. Leur perception neutre quant à la concordance des exigences linguistiques formelles de leur poste et les exigences réelles de la tâche¹⁰⁶ font de cette perception un facteur qui n'intervient ni négativement ni positivement dans le taux d'usage observé. Pour la moyenne des fonctionnaires anglophones, cette perception ne fait que maintenir le taux d'usage au niveau où il se trouve sous l'effet de d'autres facteurs.

c) L'usage des habiletés de communication orale dans la langue seconde avec les subalternes¹⁰⁷

Plus de 40% de la variance de cette composante de l'usage est expliquée par nos facteurs. De ceux-ci, le nombre de francophones présents dans le groupe de ses subalternes (les occasions de contact avec la langue seconde avec les subalternes) ressort comme un facteur important de la variance de cette composante de l'usage. L'anxiété dans l'usage de la langue seconde apparaît comme un facteur un peu moins important et, enfin, le rendement au test "paired associates" du MLAT¹⁰⁸, de même que le support de la famille et des amis, seraient des facteurs moins déterminants dans la variance de cette composante.

- 105 Voir la section 6.4.
106 Voir la section 6.4.
107 Les fonctionnaires anglophones utilisent le français dans environ 20% de leurs communications orales avec leurs subalternes (voir section 6.1).
108 Les scores aux chiffres peu élevés indiquent une plus grande aptitude.

moins important que le facteur "intérêt pour les langues étrangères" comme déterminant de la variation de l'usage de l'habileté à lire dans la langue seconde.

Pour ce qui est des autres variables¹⁰³, qui ajoutent peu, prises individuellement, à la compréhension de la variance dans l'usage de l'habileté à lire dans la langue seconde, elles représentent quand même des conditions peu favorables à l'usage de l'habileté à lire: l'usage de la langue seconde en dehors du milieu de travail est rare, les interlocuteurs du fonctionnaire anglophone n'insistent pas pour utiliser leur langue, les fonctionnaires anglophones relèguent dans les derniers rangs (15e rang) la valeur "ambitieux". Seule la variable "adhérence au groupe de travail" représente une condition légèrement positive par rapport à l'usage que font les fonctionnaires anglophones de leur habileté à lire dans la langue seconde.

b) L'usage de l'habileté à écrire dans la langue seconde¹⁰⁴

Près de 40% de la variance dans l'usage de l'habileté à écrire dans la langue seconde est expliquée par les facteurs que nous avons analysés. L'usage de la langue seconde en dehors du milieu de travail est le facteur qui ressort cependant comme ayant le plus de pouvoir d'explication (.17). On sait déjà que les fonctionnaires anglophones utilisent rarement la langue seconde en dehors du milieu de travail; ce facteur représente donc une condition défavorable importante dans le manque des fonctionnaires anglophones à utiliser l'habileté à écrire dans la langue seconde au travail.

D'autres variables comme la valeur "maître de soi", la perception d'un désaccord entre les exigences de la tâche et les exigences linguistiques formelles (échelle B3), l'habileté à comprendre le français

103

Voir la section 6.2 pour les résultats à l'échelle des valeurs et la section 6.4 pour les perceptions du milieu organisationnel.

104

Les fonctionnaires anglophones utilisent le français dans moins de 20% de l'ensemble de ce qu'ils écrivent dans l'accomplissement de leur tâche (voir section 6.1).

a) L'usage de l'habileté à lire dans la langue seconde 101

L'ensemble des facteurs retenus pour notre analyse permet d'expliquer près de la moitié de la variance de l'usage de l'habileté à lire dans la langue française au travail par les fonctionnaires anglophones. De ces facteurs, l'intérêt pour les langues étrangères explique à lui seul 20% de la variance; doublé du support du groupe de travail pour l'usage de la langue seconde au travail, il permet de rendre compte de 29% de la variance.

Le rendement au sous-test "parler" du ECL, l'usage de la langue seconde en dehors du milieu de travail, l'importance accordée au fait d'être ambiteux ou bûcheur¹⁰², l'adhérence à son groupe de travail et l'insistance des interlocuteurs du fonctionnaire à utiliser le français ajoutent encore à l'explication de la variance de l'habileté à lire en français (15% de la variance expliquée).

On se souviendra (voir section 6.3) que l'intérêt pour les langues étrangères chez les fonctionnaires anglophones est modéré quoique représentant une des plus positives de leurs attitudes. D'autre part, on sait que le fonctionnaire anglophone perçoit légèrement son groupe de travail comme manquant à accorder un appui à l'usage du français au travail (voir section 6.4).

L'intérêt pour les langues étrangères apparaît donc comme un élément important et légèrement positif dans la problématique de l'usage de l'habileté à lire dans la langue française au travail; par contre, le manque de support du groupe de travail à l'usage de la langue française au travail apparaît comme un élément légèrement négatif quoiqu'il soit

101 Les fonctionnaires anglophones utilisent leur habileté à lire dans la langue seconde dans une proportion de moins de 20% de tout ce qu'ils lisent dans l'accomplissement de leur travail (voir section 6.1).

102 Les valeurs sont ordonnées de plus importantes (rang 1) aux moins importantes (rang 18). Les chiffres les plus élevés représentent donc des valeurs moins importantes. Une corrélation négative avec une composante d'utilisation indique un usage d'autant moins élevé que la valeur n'est pas importante (obtient un chiffre plus élevé).

TABLÉAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante

8. FACILITE ACTUELLE DANS L'USAGE DE LA L₂ chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
------------------	----------------------------	----------------------------	--------------------------	------------------------

1. Anxiété usage L ₂	.55	.55	.74	-.74
2. Résist. quitter gr. travail	.02	.58	.76	-.27
3. Usage L ₂ hors travail	.02	.60	.77	.47
4. ECL/LKE comprendre	.02	.62	.79	.33
5. Support famille-amis	.01	.64	.80	.22

7. USAGE SPONTANÉ DE LA L₂ chez les fonctionnaires de l'échantillon APRES anglophone

Variables les plus importantes dans l'explication de la composante *

TABLÉAU 6.5.1-4- (suite)

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Usage L ₂ hors travail	.24	.24	.49	.49
2. Anxiété usage L ₂	.07	.32	.56	-.48
3. Exigences linguistiques	.02	.34	.58	-.25
4. Résist. quitter gp. travail	.02	.37	.61	-.19

TABLÉAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante

6. USAGE DE TOUTES LES HABILETÉS LINGUISTIQUES DANS LA L₂ AVEC LE SUPÉRIEUR IMMÉDIAT chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Absence support autorité	.21	.21	.46	-.46
2. Absence renforc. usage L ₂	.05	.27	.52	.28
3. Occas. contacts L ₂ gp. tr.	.03	.30	.55	.25
4. Polt	.02	.33	.57	.18
5. Usage L ₂ hors travail	.01	.34	.58	.29

TABLÉAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante
5. USAGE DE L'HABILITE DE COMMUNICATION ORALE AVEC LE GROUPE DE TRAVAIL
chez les fonctionnaire de l'échantillon

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
Attitudes apprentissage L ₂	.14	.14	.38	.38
Occas. contact L ₂ gp. travail	.10	.24	.49	.38
Absence renfor. usage L ₂	.04	.29	.54	-.33
ECL/LKE LIRE (fin PFL)	.04	.33	.58	-.19
Large d'esprit	.04	.37	.61	-.19
Maître de soi	.04	.41	.64	-.17
Abs. support gp. travail	.01	.43	.66	-.31
Responsable	.01	.45	.67	.19
Satisfaction de soi	.01	.47	.68	.20
Support famille-ami	.01	.48	.69	.30

TABLEAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante

4. USAGE DE L'HABILETE DE COMMUNICATION ORALE DANS LA L₂ AVEC FONCTIONNAIRES

ET PUBLIC chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Anxiété usage L ₂	.16	.16	.40	-.40
2. Words in sentences	.07	.24	.49	-.24
3. Occas. contacts L ₂ gp. travail	.06	.30	.55	.31
4. Ambitieux	.05	.35	.59	-.30
5. Exigences linguistiques	.03	.38	.62	-.29
6. Sound symbol association	.02	.41	.64	-.24
7. Absence support gp. tr.	.02	.43	.65	-.29
8. Usage L ₂ hors travail	.01	.45	.67	-.34

TABLÉAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante

3. USAGE DE L'HABILITE DE COMMUNICATION ORALE DANS LA L₂ AVEC LES SUBALTERNES

chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Occas. contacts L ₂ subalt.	.17	.17	.41	.41
2. Anxiété usage L ₂	.09	.26	.51	-.35
3. Paired associates	.06	.32	.57	-.24
4. Support famille-amis	.03	.36	.60	.31
5. Logique	.01	.38	.61	-.19
6. Attitudes apprentis. L ₂	.01	.40	.63	.32
7. Number learning	.01	.41	.64	-.23

TABLÉAU 6.5.1-4- (suite)

Variables les plus importantes* dans l'explication de la composante

2. USAGE DE L'HABILETÉ A ÉCRIRE DANS LA L₂ chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
------------------	----------------------------	----------------------------	--------------------------	------------------------

1. Usage L ₂ hors travail	.17	.17	.41	.41
2. Maître de soi	.04	.22	.47	.23
3. Exigences linguistiques	.04	.26	.51	-.30
4. ECL/LKE comprendre	.02	.29	.53	.20
5. Absence sollic. interloc.	.02	.31	.55	-.21
6. Motivation intégrative	.01	.32	.57	.17
7. Attitudes autre gp. ling.	.02	.35	.59	.27
8. Utilité L ₂ pour organïs.	.01	.36	.60	.28
9. Occas. contacts L ₂ gp. tr.	.01	.37	.61	.20

TABLÉAU 6.5.1-4-

Variables les plus importantes* dans l'explication de la composante

1. USAGE DE L'HABILITE A LIRE DANS LA L₂ chez les fonctionnaires de l'échantillon APRES anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
------------------	----------------------------	----------------------------	--------------------------	------------------------

1. Intérêt langue étrangère	.20	.20	.45	.45
2. Absence support gp. travail	.08	.29	.54	-.36
3. ECL/LKE parler	.05	.34	.58	.27
4. Usage L ₂ hors travail	.03	.38	.61	.45
5. Ambitieux	.02	.40	.63	-.18
6. Adhérence groupe travail	.01	.42	.65	.36
7. Absence sollic. interloc.	.02	.44	.66	-.18
8. Attitudes apprentis. L ₂	.01	.45	.67	.32
9. Exigences linguistiques	.00	.46	.68	-.27
10. Absence renforç. usage L ₂	.00	.47	.68	-.17
11. Conflit total	.00	.47	.68	-.21
12. Variation	.01	.48	.69	-.24

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

* Résultats de la régression multiple par étapes (voir le "Manuel SPSS" pour la description détaillée de cette technique et de la programmation suivie).

Les perceptions du milieu organisationnel du fonctionnaire

anglophone interviennent dans 42% (24/57) des relations importantes

observées. Elles touchent toutes les composantes de l'usage de la

langue seconde au travail par les fonctionnaires anglophones, avec une

proportion moyenne de la variance expliquée de 6%.

Les attitudes et les motivations des fonctionnaires anglophones

interviennent dans 22% (13/57) des relations importantes observées;

elles touchent 7 composantes de l'usage de la langue française au

travail, avec une proportion moyenne de la variance expliquée de 10%.

Enfin, les résultats au ECL à la fin de la formation linguistique interviennent à 4 reprises dans les relations importantes observées.

6.5.2.3 A partir de quelles variables psycho-sociales peut-on le mieux

prédire les perceptions de l'usage de la langue seconde au

travail par les fonctionnaires anglophones?

Les tableaux 6.5.1-4- des pages qui suivent présentent, pour

chaque composante de l'utilisation du français au travail, le résultat

des équations de régression multiple. Ces tableaux représentent les

résultats d'ensemble du tableau 6.5.1-3- et de plus ils présentent 1) le

cumul des proportions de la variance expliquée par les variables retenues,

2) le coefficient de corrélation multiple et 3) le coefficient de corréla-

tion simple des variables retenues avec chaque composante de l'usage de

la langue française au travail. A la suite de la présentation de ces

tableaux, nous ferons la discussion des résultats pour chaque composante

de l'usage du français au travail.

TABLEAU 6.5.1-3- (suite)

Variables qui ressortent* dans l'explication de 8 composantes d'UTILISATION DE LA LANGUE SECONDE chez les fonctionnaires anglophones de l'échantillon APRES

Variables psychologiques et psycho-sociales		Composantes d'UTILISATION DE LA LANGUE SECONDE et % de la variance						
Usage hab. LIRE	Usage hab. ECRIRE	Us. hab. com. oral/sub.	Us. hab. com. oral/fonct. pub.	Us. hab. com. oral/gp. trav.	Us. ttes. hab. ling./sup.	Usage spont. L2	Facilité act. L2	
- milieu organisationnel:								
. absence support autorité	.08		.02	.01	.21			
. absence support gp. travail	.03	.17	.01		.01	.24	.02	
. usage L2 hors travail	.01	.02						
. adhérence au gp. travail	.02	.04	.03			.02		
. absence sollic. des interl.								
. exigences linguistiques				.04	.05			
. absence renforc. us. L2								
. attitudes L2 pour organis.	.01							
. occas. contact L2 gp. trav.	.01		.06	.10	.03			
. occas. contact L2 subalt.		.17				.02	.02	
. rés. quitter mil. travail								
- attitudes et motivations:								
. intérêt langues étrangères	.20							
. attitudes apprentis. L2	.01		.01	.14				
. motivation intégrative		.01						
. attitudes autres gp. ling.	.02					.07	.55	
. anxiété liée usage L2		.09	.16				.01	
. support famille-amis		.03		.01				
Rendement scolaire linguis.								
- résultats au ECL FIN PEL								
. habileté à comprendre		.02					.02	
. habileté à parler	.05							
. habileté à lire				.04				

TABLEAU 6.5.1-3-

Variables qui ressortent* dans l'explication de 8 composantes d'UTILISATION DE LA LANGUE SECONDE chez les fonctionnaires anglophones de l'échantillon APRES

Variables psychologiques et psycho-sociales	Composantes d'UTILISATION DE LA LANGUE SECONDE et % de la variance							
	Usage hab. LIRE	Usage hab. ECRIRE	Us. hab. com. oral/sub.	Us. hab. com. oral/fonct. pub.	Us. hab. com. oral/ép. trav.	Us. ttes. hab. ling./sup.	Usage spont. L2	Facilité act. L2
<u>Traits psychologiques</u>								
- aptitudes linguistiques:								
• paired associates (MLAT)			.06					
• number learning (MLAT)			.01					
• words in sentence (MLAT)			.07					
• sound symbol assoc. (PIAB)				.02				
- concept de soi:								
• conflit total								
• variation			.01					
• satisfaction de soi						.01		
- valeurs instrumentales:								
• ambitieux	.02				.05			
• maître de soi		.04				.04		
• logique			.01					
• poli							.02	
• large d'esprit						.04		
• responsable						.01		

* Seules les variables qui expliquent 1% et plus de la variance sont présentées ici. Les données détaillées se trouvent dans l'Appendice 3.

Les données présentées au tableau 6.5.2-2 indiquent que pour toutes nos composantes d'utilisation de la langue française, nous pouvons prédire un taux fort élevé de leur variation. Sachant déjà que les fonctionnaires anglophones n'utilisent que peu le français au travail, nous allons à partir de maintenant pouvoir faire ressortir les éléments de leur situation qui permettraient de rendre compte de ce faible taux d'usage. C'est ce à quoi s'appliquent les pages qui suivent.

6.5.2.2 Quel type de variables est prépondérant dans l'explication de la variance des composantes de l'utilisation de la langue française au travail?

Le tableau 6.5.1-3 - des pages suivantes présente de façon synthétique la proportion de la variance expliquée par chaque variable psycho-sociale individuelle ou organisationnelle, pour chaque composante de l'utilisation de la langue française au travail. Notons, cependant, que nous n'avons retenu ici que les variables psycho-sociales qui expliquent 1% et plus de la variance 100.

Il ressort de ce tableau que les aptitudes linguistiques ne rendent compte que très peu de l'utilisation de la langue française au travail ainsi que le concept de soi. Sur un total de 57 relations importantes observées, les aptitudes linguistiques (MLAT) n'interviennent que 3 fois et ce avec la même composante de l'utilisation de la langue française. Le résultat au PIAB n'intervient qu'une fois.

Les variables du concept de soi sont également peu en cause dans la variation de l'usage de la langue seconde par les fonctionnaires anglophones (3 fois sur 57).

Les valeurs des fonctionnaires anglophones ont plus affaire avec les composantes de l'utilisation de la langue seconde au travail chez les anglophones. Pour 57 relations importantes observées, elles interviennent à 8 reprises, et elles touchent 6 composantes de l'utilisation.

100 A partir de maintenant, nous appelons "importantes" les relations qu'entre- tiennent ces variables et les composantes de l'utilisation de la langue seconde.

TABLÉAU 6.5.1-2-

Proportion de la variance expliquée pour chaque composante de l'utilisation de la langue seconde au travail

Composante	% de la variance
1. Usage habil. à lire	43
2. Usage habil. à écrire	38
3. Us. hab. com. oral/subalt.	42
4. Us. hab. com. oral/fonct. et public	48
5. Us. hab. com. oral/gp. de travail	51
6. Us. ttes hab. ling./sup.	37
7. Usage spontané L2	38
8. Facilité actuelle dans L2	66

Le tableau 6.5.1-2- de la page suivante indique dans quelle proportion la variation de l'usage de l'habileté linguistique dans la langue française peut être comprise par la variation combinée de diverses autres variables.

6.5.2.1 Quelle proportion de la variance est expliquée?

L'objectif de cette section et que l'autre (l'efficacité relative de l'exécution des tâches dans la seconde et dans la première langue officielle) n'est pas à proprement parler une composante de l'utilisation de la langue.

"usage spontané de la langue seconde" avec 13 indices significatifs. La partie suivante de notre analyse nous permettra, avec l'aide de la régression multiple, d'identifier les constellations de variables significatives qui contribuent réellement à expliquer chacune des composantes d'utilisation.

6.5.2 Quels facteurs sont les plus importants?

Nous avons vu dans la section précédente quels facteurs étaient significativement reliés aux composantes de l'usage de la langue seconde au travail. La technique de la régression multiple⁹⁹ permettra maintenant l'analyse de l'importance relative de ces variables compte tenu des liens qu'elles entretiennent entre elles. Pour mieux comprendre le but de cette étape, rappelons l'objectif de l'étude APRES qui consiste principalement à connaître quels éléments déterminent favorablement ou défavorablement le taux d'usage de la langue seconde au travail. Nous avons postulé que des facteurs psycho-sociaux influencent ce taux d'usage du français au travail. Nous avons dans un premier temps décrit l'usage que les fonctionnaires anglophones font du français au travail (section 6.1) de même que les variables psycho-sociales susceptibles de déterminer l'usage du français au travail. Nous voulons maintenant identifier les variables psycho-sociales qui expliquent le plus la variation que l'on peu observer dans l'usage du français au travail. Par expliquer la variation, nous voulons dire qu'une variable considérée dans ses relations avec d'autres variables permettrait de prédire le plus ou moins grand usage du français au travail tel que le percevaient les fonctionnaires.

Notre analyse porte sur huit des composantes de l'utilisation du français que nous avons décrites précédemment. Nous avons exclu de notre analyse les composantes 8 et 9 de la série originale parce que l'une (l'usage de la langue seconde avant les PFL) ne répond pas à

99 Pour l'explication détaillée de cette technique, voir le "Manuel SPSS".

- . 7% impliquent les mesures de rendement,
- . 3% impliquent les aptitudes linguistiques,
- . 1% impliquent les caractéristiques socio-biographiques.

Ce sont nettement les composantes du milieu organisationnel et les facteurs d'attitudes et motivations qui ont le plus grand nombre de relations significatives avec l'utilisation de la langue seconde. Les dimensions du concept de soi et les valeurs se retrouvent en relation significative elles aussi dans 13% et 10% des cas respectivement. Les aptitudes linguistiques et les caractéristiques socio-biographiques sont dans l'ensemble peu reliées à l'utilisation de la langue seconde.

6.5.1.4 Quelles composantes de l'utilisation de la langue seconde ont

le plus de corrélations significatives avec les variables
individuelles?

Voici la liste des composantes et le nombre de corrélations significatives (à .01 et à .05):

-	facilité actuelle dans la langue seconde	25
-	usage des habiletés de communication orale avec les fonctionnaires et le public	20
-	usage des habiletés de communication orale avec le groupe de travail	19
-	usage de l'habilité à lire	19
-	usage des habiletés de communication orale avec les subalternes	16
-	usage de l'habilité à écrire	15
-	usage de toutes les habiletés linguistiques avec le supérieur	15
-	usage spontané de la langue seconde	13

Le nombre de corrélations significatives varie très peu pour chacune des composantes de l'utilisation sauf pour la composante "facilité actuelle dans la langue seconde" où on en retrouve 25 et pour la composante

6.5.1.1 Combien de facteurs ou variables ont des relations significatives avec les composantes de l'utilisation de la langue seconde?

64 variables individuelles ont été remises en relation avec les 8 composantes de l'utilisation de la langue seconde. 107 de ces variables sur les 512 possibles sont en corrélation significative à .01 c'est-à-dire: 20%. Le nombre de corrélations significatives à .05 est de 35 (6%).

6.5.1.2 Quelle est la force des coefficients de corrélations?

Si nous divisons les corrélations significatives en quatre groupes, nous obtenons les données suivantes:

-	corrélations de .19 et moins:	4%
-	corrélations de .20 à .29:	60%
-	corrélations de .30 à .39:	26%
-	corrélations de .40 et plus:	7%

La majorité des corrélations (60%) se situent entre .20 et .29. De façon générale donc, les relations entre les composantes de l'utilisation et les différentes variables indépendantes sont peu élevées. On en retrouve cependant 26% qui sont élevées (.30 à .39) et 7% qui sont très élevées.

6.5.1.3 Quel type de variables individuelles ont le plus souvent des corrélations significatives?

Sur les 142 corrélations significatives,

- .31% impliquent les composantes du milieu organisationnel,
- .30% impliquent les facteurs d'attitudes et de motivation,
- .13% impliquent les variables du concept de soi,
- .10% impliquent les variables liées aux valeurs,

TABLEAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹
Variables indépendantes (connaissances linguistiques ECL)

UTILISATION DE LA L2												
1. Usage habil. à lire	.11	.18	.11	.29**	.08							
2. Usage habil. à écrire	.02	.20*	.21*	.16	.02							
3. Us. hab. com. oral/ subalt.	.01	.09	.16	.19*	-.04							
4. Us. hab. com. oral/fonc. + public	-.00	.02	.15	.17	-.03							
5. Us. hab. com. oral/gr. trav.	-.20*	-.16	-.13	-.08	-.23*							
6. Us. ttes hab. ling./sup.	-.13	-.08	-.15	-.05	-.10							
7. Us. spontané de L2	-.10	.06	.09	.05	-.01							
8. Facilité actuelle dans L2	.29**	.25**	.38**	.34**	.25**							
<hr/>												
1. Maintien comp. écrite ECL	-.31**	.12	-.13	-.10	.30**							
2. Progrès hab. écrire	.01	.22*	-.03	.14	.11							
3. Progrès hab. parler	-.06	.11	-.01	.03	.07							
4. Progrès hab. lire	.15	.20*	.06	.17	.29**							
5. Progrès hab. comprendre	-.09	.04	.01	.03	.04							

TABLEAU 6.5.1-1- (suite)

Intercorrelations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE

AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹

Variables indépendantes (milieu organisationnel)

ABS. SOLT.

OCCA. CONTACT

SUBALTERNES

OCCA. CONTACT
GR. TRAVAIL

UTILISATION DE LA L2

1. Usage habil. à lire	-.18*	.13	.18
2. Usage habil. à écrire	-.21*	.13	.20*
3. Us. hab. com. oral/ subalt.	-.08	.45**	.29**
4. Us. hab. com. oral/fonc. + public	.02	.31**	.32**
5. Us. hab. com. oral/gr. trav.	-.05	.21*	.38**
6. Us. ttes hab. ling./sup.	-.07	.08	.25**
7. Us. spontané de L2	.02	.04	.17
8. Facilité actuelle dans L2	.02	.03	.01
MAINTIEN DES ACQUIS			
1. Maintien comp. écrite ECL	-.04	.11	.05
2. Progrès hab. écrire	-.02	.08	.25**
3. Progrès hab. parler	.07	.21*	.28**
4. Progrès hab. lire	.01	.08	.20*
5. Progrès hab. comprendre	.03	.23*	.28**

TABLÉAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDÉPENDANTES avec les VARIABLES CRITÈRES pour l'ÉTUDE APRÈS (fonctionnaires anglophones)

VARIABLES CRITÈRES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹
Variables indépendantes (milieu organisationnel)

EXIGENCES LINGUIS.	USAGE L2	RESIST. QUIT. GR.	HORS TRAV.
--------------------	----------	-------------------	------------

UTILISATION DE LA L2

1. Usage habil. à lire .04

2. Usage habil. à écrire .02

3. Us. hab. com. oral/ subalt. - .01

4. Us. hab. com. oral/fonc. + public - .08

5. Us. hab. com. oral/gr. trav. .02

6. Us. ttes hab. ling./sup. .08

7. Us. spontané de L2 - .19

8. Facilité actuelle dans L2 - .27**

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL - .02

2. Progrès hab. écrire - .03

3. Progrès hab. parler - .20*

4. Progrès hab. lire - .12

5. Progrès hab. comprendre - .21*

.45**

.42**

.37**

.44**

.35**

- .14

TABLEAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes 1

Valuers indépendantes (milieu organisationnel)

ADHERENCE UTILITE L2 ABS. SUP. ABS. RENN. GR. TR. ABS. SUP. GR. TR.

UTILISATION DE LA L2					
1. Usage habil. à lire	.36**	.34**	-.31**	-.17	-.36**
2. Usage habil. à écrire	.21*	.28**	-.09	-.18	-.14
3. Us. hab. com. oral/ subalt.	.11	.30**	-.10	-.23**	-.25**
4. Us. hab. com. oral/fonc. + public	.16	.31**	-.19	-.08	-.29**
5. Us. hab. com. oral/gr. trav.	.04	.30**	-.11	-.33**	-.31**
6. Us. ttes hab. ling./sup.	.19*	.28**	-.46**	-.10	-.41**
7. Us. spontané de L2	.17	.28**	.12	-.09	-.06
8. Facilité actuelle dans L2	.09	.25**	.04	-.19*	.01
MAINTIEN DES ACQUIS					
1. Maintien comp. écrite ECL	.04	-.06	.09	.19*	.05
2. Progrès hab. écrire	.19*	.27**	-.11	-.12	-.12
3. Progrès hab. parler	.31**	.29**	-.16	-.14	-.09
4. Progrès hab. lire	.42**	.25**	-.15	-.09	-.10
5. Progrès hab. comprendre	.17	.30**	-.04	-.10	-.09

TABLEAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹ Variables indépendantes (attitudes et motivations)

INTERET LANG. ETRANG.	SUPPORT FAM. AMIS	ANXIETE USAGE L2
UTILISATION DE LA L2		
1. Usage habil. à lire	.45**	.27**
2. Usage habil. à écrire	.33**	.20*
3. Us. hab. com. oral/ subalt.	.20*	.33**
4. Us. hab. com. oral/fonc. + public	.23**	.31**
5. Us. hab. com. oral/gr. trav.	.22*	.31**
6. Us. ttes hab. ling./sup.	.25**	.24**
7. Us. spontané de L2	.31**	.30**
8. Facilité actuelle dans L2	.36**	.22*
MAINTIEN DES ACQUIS		
1. Maintien comp. écrite ECL	.08	.08
2. Progrès hab. écrire	.36**	.23**
3. Progrès hab. parler	.22**	.23**
4. Progrès hab. lire	.40**	.25**
5. Progrès hab. comprendre	.34**	.26**
		-.44**
		-.43**
		-.49**
		-.36**
		-.02

TABLÉAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹
Variables indépendantes (attitudes et motivations)

MOTIVATION
INTEGRATIVE
MOTIVATION INSTRUMEN.
ATTITUDE
APPREN. L2
ATTITUDE
AUTRE GP.

UTILISATION DE LA L2

1. Usage habil. à lire .34** .10 .32** .34**

2. Usage habil. à écrire .18 .06 .25** .27**

3. Us. hab. com. oral/ subalt. .27** .09 .33** .25**

4. Us. hab. com. oral/fonc. + public .14 .11 .16 .27**

5. Us. hab. com. oral/gr. trav. .26** -.12 .38** .25**

6. Us. ttes hab. ling./sup. .26** .20** .22* .28**

7. Us. spontané de L2 .24** -.01 .32** .28**

8. Facilité actuelle dans L2 .29** .00 .35** .25**

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL -.11 .08 .16 .09

2. Progrès hab. écrire .20* .02 .31** .32**

3. Progrès hab. parler .20* .00 .22* .23**

4. Progrès hab. lire .23** .08 .29** .27**

5. Progrès hab. comprendre .29** -.05 .32** .30**

TABLEAU 6.5.1-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE
AU TRAVAIL
- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹
Variables indépendantes (valeurs ROKEACH)

LOGIQUE AIMANT OBEIS- SANT POLI SABLE RESPON- MAITRE DE SOI

UTILISATION DE LA L2									
1. Usage habil. à lire	.05	.11	.15	.00	.05	.17			
2. Usage habil. à écrire	.13	-.12	.06	-.08	-.07	.26**			
3. Us. hab. com. oral/ subalt.	-.22*	.24**	-.13	-.12	.04	-.02			
4. Us. hab. com. oral/fonc. + public	-.05	.22*	.09	.11	.08	-.03			
5. Us. hab. com. oral/gr. trav.	-.09	.00	.14	-.01	.21*	-.19*			
6. Us. ttes hab. ling./sup.	.11	.03	.09	.21*	-.10	.05			
7. Us. spontané de L2	.11	-.03	.04	-.01	.09	-.12			
8. Facilité actuelle dans L2	-.07	.04	.18	.06	.16	-.03			
MAINTIEN DES ACQUIS									
1. Maintien comp. écrite ECL	.11	-.03	-.24**	-.11	-.00	-.10			
2. Progrès hab. écrire	.10	-.01	.16	.12	-.05	-.05			
3. Progrès hab. parler	.01	.12	.18	-.08	-.01	-.06			
4. Progrès hab. lire	.03	.00	.34**	.07	.13	-.06			
5. Progrès hab. comprendre	.12	-.06	.19*	-.03	.08	-.08			

intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRIERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRIERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹ Valeurs indépendantes (valeurs ROKACH)

INTEL- INDE- IMAGI- NATIF PENDENT INDULGENT SERVIALE HONNETE

UTILISATION DE LA L2

1. Usage habil. à lire	.08	.16	.05	-.21*	-.08	-.18	-.10
2. Usage habil. à écrire	.10	.00	-.01	-.00	-.05	-.07	-.18
3. Us. hab. com. oral/ subalt.	.14	.07	.10	-.12	.02	-.02	-.02
4. Us. hab. com. oral/fonc. + public	.11	.20*	.05	-.19*	-.11	-.05	-.05
5. Us. hab. com. oral/gr. trav.	.04	.02	.09	-.12	-.02	.04	.04
6. Us. ttes hab. ling./sup.	-.07	-.07	-.01	-.18	-.04	-.02	-.02
7. Us. spontané de L2	.06	.11	.11	-.17	-.09	.03	.03
8. Facilité actuelle dans L2	-.01	.18	.13	-.37**	-.11	-.06	-.06
MAINTIEN DES ACQUIS							
1. Maintien comp. écrite ECL	-.17	-.23*	-.16	-.02	-.25**	.02	.02
2. Progrès hab. écrire	.01	.14	.13	-.10	-.07	-.18	-.18
3. Progrès hab. parler	.08	.28**	.14	-.20*	-.08	-.10	-.10
4. Progrès hab. lire	-.01	.21*	.05	-.14	-.14	-.18	-.18
5. Progrès hab. comprendre	.07	.18	.08	-.11	-.03	-.10	-.10

TABLEAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Variables indépendantes (valeurs ROKEACH)

Composantes¹

LARGE
AMBITIONNEUX D'ESPRIT
CAPABLE
GAI
PROPRE
COURAGEUX

UTILISATION DE LA L2

1. usage habil. à lire	-.20*	.02	-.04	.15	.10	-.17
2. usage habil. à écrire	-.12	.03	.06	-.00	-.03	-.05
3. us. hab. com. oral/ subalt.	-.06	-.01	-.04	.11	-.11	.13
4. us. hab. com. oral/fonc. + public	-.32**	-.18	.05	.22*	-.04	-.05
5. us. hab. com. oral/gr. trav.	.14	-.22*	.14	-.10	-.07	.07
6. us. ttes hab. ling./sup.	-.10	-.02	.09	.11	.05	-.00
7. us. spontané de L2	.00	-.13	.16	-.02	.03	-.17
8. Facilité actuelle dans L2	-.08	-.11	.09	.06	.15	-.07

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL	.31**	.27**	.04	-.09	.00	.02
2. Progrès hab. écrire	-.17	.02	-.08	.16	.02	-.10
3. Progrès hab. parler	-.22**	-.07	-.12	.18	.05	.00
4. Progrès hab. lire	-.16	-.02	-.02	.18	.07	-.17
5. Progrès hab. comprendre	-.19*	-.18	.01	.10	.00	-.00

TABLEAU 6.5.1-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹ Variables indépendantes (concept de soi T.S.C.S.)

CONFLIT TOTAL	CONFLIT NET	VARIATION	DISTRIBUTION
---------------	-------------	-----------	--------------

UTILISATION DE LA L2				
1. Usage habil. à lire	-.22**	.10	-.25**	-.04
2. Usage habil. à écrire	-.06	-.11	-.21*	-.08
3. Us. hab. com. oral/ subalt.	-.12	-.16	-.11	-.06
4. Us. hab. com. oral/fonc. + public	-.20*	.00	-.26**	.02
5. Us. hab. com. oral/gr. trav.	-.16	.11	-.20*	.08
6. Us. ttes hab. ling./sup.	.00	.09	-.24**	.08
7. Us. spontané de L2	-.11	-.04	-.20*	.15
8. Facilité actuelle dans L2	-.28**	.09	-.26**	.26**
MAINTIEN DES ACQUIS				
1. Maintien comp. écrite ECL	.01	.05	.00	-.00
2. Progrès hab. écrire	-.00	.02	-.19*	.21*
3. Progrès hab. parler	-.04	-.04	-.24**	.17
4. Progrès hab. lire	-.01	.02	-.22*	.15
5. Progrès hab. comprendre	-.04	.03	-.22*	.14

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

1 Valeurs indépendantes (concept de soi T.S.C.S.)

COMPONENTES	DE SOI	PERSONNEL	SOCIAL
SATISFAC.	SOI		
IDENTITE			

UTILISATION DE LA L2

1. Usage habil. à lire

.08

.14

.04

2. Usage habil. à écrire

.15

.11

.16

.14

3. Us. hab. com. oral/ subalt.

.09

-.05

.14

.00

4. Us. hab. com. oral/fonc. + public

.14

.11

.18

.15

5. Us. hab. com. oral/gr. trav.

.13

.20*

.16

.13

6. Us. ttes hab. ling./sup.

.16

.15

.17

.09

7. Us. spontané de L2

.25**

.18

.22*

.19*

8. Facilité actuelle dans L2

.26**

.25**

.26**

.26**

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL

.13

.05

-.03

.02

2. Progrès hab. écrire

.25**

.22*

.20*

.12

3. Progrès hab. parler

.26**

.16

.31**

.11

4. Progrès hab. lire

.19*

.14

.19*

.12

5. Progrès hab. comprendre

.27**

.19*

.24**

.16

TABLEAU 6.5.1-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRIERES pour
L'ETUDE APRES (fonctionnaires anglophones)
- COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE
AU TRAVAIL
- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Variables indépendantes (apt. et conn. linguistiques)					Composantes ¹
COMP. AUDITIVE	COMP. ECRITE	SOUND DISCRIM.	SOUND	SYM. ASSOC.	
UTILISATION DE LA L2					
1. Usage habil. à lire	.26**	.12	.04	.03	
2. Usage habil. à écrire	.04	-.08	.04	.06	
3. Us. hab. com. oral/ subalt.	-.10	-.03	-.02	-.13	
4. Us. hab. com. oral/fonc. + public	.05	-.02	-.02	-.28**	
5. Us. hab. com. oral/gr. trav.	-.07	.04	-.12	-.13	
6. Us. ttes hab. ling./sup.	.32**	.11	-.01	-.04	
7. Us. spontané de L2	.03	-.01	.09	.04	
8. Facilité actuelle dans L2	.25**	.17	.08	.13	
MAINTIEN DES ACQUIS					
1. Maintien comp. écrite ECL	-.05	.07	-.04	.24**	
2. Progrès hab. écrire	.21*	.11	.15	.11	
3. Progrès hab. parler	.30**	.25**	.01	-.01	
4. Progrès hab. lire	.14	.21*	.19*	.11	
5. Progrès hab. comprendre	.20*	.22*	.00	.04	

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES: - COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes¹

Variables indépendantes (aptitudes linguistiques)

NUMBER PHONETIC SCRIPT LEARNING
WORDS SPELLING CLUES SENTENCE PAIRED ASSOC.

UTILISATION DE LA L2

1. Usage habil. à lire

2. Usage habil. à écrire

3. Us. hab. com. oral/ subalt.

4. Us. hab. com. oral/fonc. + public

5. Us. hab. com. oral/gr. trav.

6. Us. ttes hab. ling./sup.

7. Us. spontané de L2

8. Facilité actuelle dans L2

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL

2. Progrès hab. écrire

3. Progrès hab. parler

4. Progrès hab. lire

5. Progrès hab. comprendre

.19*	.02	.00	.18	.15
.20*	.23*	.20*	.18	.24**
-.10	.05	.13	-.00	.04
.17	.26**	.27**	.18	.14
.01	.08	.15	.06	.08

TABEAU 6.5.1-1- (suite)

TABEAU 6.5.1-1-

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE APRES (fonctionnaires anglophones)

VARIABLES CRITERES:

- COMPOSANTES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

- COMPOSANTES DU MAINTIEN DES ACQUIS LINGUISTIQUES

Composantes ¹	Variables indépendantes (socio-biographiques)				
	CATEG.	STATUT	NIVEAU	CATEG.	SALAIRE
	PROFESS.	PROF.	EDUC.	AGE	SEXE

UTILISATION DE LA L2

1. Usage habil. à lire	-.04	.00	-.12	-.10	.15	.10
2. Usage habil. à écrire	.07	.03	-.03	-.01	.01	-.00
3. Us. hab. com. oral/ subalt.	-.07	-.18	-.04	-.15	-.04	.14
4. Us. hab. com. oral/fonc. + public	.11	-.06	-.02	-.03	-.06	.01
5. Us. hab. com. oral/gr. trav.	.11	-.03	.08	.05	-.07	-.12
6. Us. ttes hab. ling./sup.	-.05	.05	.08	.03	-.00	-.05
7. Us. spontané de L2	-.00	-.06	-.08	-.04	.04	.13
8. Facilité actuelle dans L2	.02	-.14	-.27**	-.05	.03	.16

MAINTIEN DES ACQUIS

1. Maintien comp. écrite ECL	-.08	-.03	-.01	.00	.14	-.06
2. Progrès hab. écrire	.02	.04	-.07	-.03	-.04	-.02
3. Progrès hab. parler	-.16	-.19*	-.07	-.16	.03	.17
4. Progrès hab. lire	-.33**	-.16	-.20*	-.02	.19*	.19*
5. Progrès hab. comprendre	-.12	-.08	-.02	.01	.07	.04

Indice de corrélation significatif à *.05, ** à .01.

¹ Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

6.5 QUELS FACTEURS PSYCHOLOGIQUES OU PSYCHO-SOCIAUX SONT LES PLUS RELIÉS AUX PERCEPTIONS QU'ONT CES FONCTIONNAIRES DE L'UTILISATION DE LEUR LANGUE SECONDE?

Comme dans les chapitres précédents nous présentons d'abord les résultats de la matrice d'intercorrélation afin de faire ressortir les facteurs qui sont significativement reliés aux composantes de l'utilisation de la langue seconde. Comme il s'agit d'une étape intermédiaire, cette partie est presque exclusivement composée de tableaux alors que la seconde, présentée dans la section 6.5.2 rendra compte de l'analyse des relations les plus importantes.

6.5.1 Quels facteurs sont reliés aux différentes composantes de l'utilisation de la langue seconde?

Les tableaux suivants (6.5.1-1-) rendent compte de toutes les corrélations. Les astérisques indiquent les corrélations qui sont significatives à .05 et à .01. Seules les dernières seront retenues pour l'étape statistique suivante.

Nous avons inclus sur les mêmes tableaux, les indices de corrélations des mêmes variables avec les composantes du maintien des acquis linguistiques. Ces derniers résultats seront abordés plus loin: section 6.6.3.

L'étude du milieu organisationnel à l'aide de l'échelle B3 fait ressortir une situation de "neutralité psycho-sociale" à l'endroit de l'usage du français par les fonctionnaires anglophones. Rien ne découragerait activement l'usage du français et rien ne stimulerait activement une telle initiative non plus. Dans pareil cas, l'individu s'en trouve laissé à lui-même et seules des circonstances particulières ou des traits personnels spécifiques devraient pouvoir infléchir dans un sens ou dans l'autre le cours des événements. Aucun autre élément rattaché au contexte organisationnel-même ne semble en effet susceptible de jouer un rôle déterminant dans l'usage de la langue seconde. L'adhésion des fonctionnaires à leur groupe de travail est relativement faible et, dans la même mesure, les normes informelles tenues par leur groupe n'émergent pas avec clarté ni ne peuvent les déterminer en regard de l'usage de la langue seconde. Le français n'est pas très utile à la participation (transactions fonctionnelles avec le groupe de travail, solution de conflits ou prises de décisions). Les récipiendaires d'un service dans la langue seconde se font peu pressants pour obtenir ce service dans leur langue ni ne se montrent satisfaits et "renforçants" quand pareil service leur est offert. L'autorité ne fait pas montre d'un excès de zèle à encourager l'adoption du français au travail. Les occasions d'être exposés à la langue seconde dans le milieu de travail sont rares, et la tâche n'apparaît pas toujours commander l'usage du français que les exigences linguistiques des postes stipuleraient. Bref, il semble bien que l'individu porte seul le fardeau psychologique du choix de son comportement linguistique. Cependant, comme le révèlent les entrevues, les fonctionnaires peuvent la plupart du temps, jouir de la tolérance et de l'appui concret de leurs supérieurs et collègues quand ils prennent sur eux d'utiliser le français.

Comportement des collégues devant le fonctionnaire anglophone qui utilise le français au travail

TABLÉAU 6.4-7-

Les réponses	fréquence de mention
- tous sont plutôt intolérants	3
- la plupart sont plutôt intolérants	2
- quelques-uns sont plutôt intolérants	2
- tous ne sont que simplement tolérants	7
- la plupart ne sont que simplement tolérants	2
- quelques-uns ne sont que simplement tolérants	1
- tous m'aident à me perfectionner par des gestes concrets	12
- la plupart m'aident à me perfectionner par des gestes concrets	5
- la moitié d'entre eux m'aident à me perfectionner par des gestes concrets	1
- quelques-uns m'aident à me perfectionner par des gestes concrets	6
- ne s'applique pas	4

"Certains se disent que, que ce soit pour l'avancement ou pour une raison personnelle, ils doivent prendre des leçons de français". Ils réalisent la nécessité d'apprendre".

Les collègues sont-ils perçus tolérants devant la fonction-naire anglophone qui fait usage du français? L'aident-ils à perfectionner ses habiletés linguistiques? Le tableau 6.4-7- de la page suivante rapporte les réponses à ces questions.

Plusieurs réponses indiquent donc que les fonctionnaires peuvent compter sur un support réel concret de leurs collègues pour corriger et améliorer leur français. Ils peuvent au moins compter sur la tolérance de leurs collègues même quand ceux-ci ne peuvent les aider concrètement. Moins souvent, les réponses relatent de l'intolérance des collègues.

Les commentaires des fonctionnaires anglophones sont les suivants:

"Les francophones parlent délibérément faux afin que je ne les comprenne pas". "Certains collègues francophones refusent de me parler en français parce qu'ils pensent que les étudiants parlent un français "pur" et que je pourrais déceler leurs erreurs". "Ils doivent trouver mon français laborieux et pénible". "Ils (les francophones) sont favorables à ce que je parle français dans la mesure stricte où ils sont eux-mêmes limités dans leur connaissance de l'anglais". "Les francophones apprécient ma bonne volonté à communiquer dans leur langue mais, probablement pour accélérer le rythme de la conversation, ils enchaînent en anglais". "Si j'initie une conversation en français avec eux, ils vont répondre en français bien qu'ils soient très hésitants à commencer".

Les réponses obtenues dans l'entrevue rapportent des attitudes favorables à 39 reprises, bien que dans 13 de ces cas l'attitude soit également passive, non suivie de gestes concrets. A six (6) reprises l'attitude est mentionnée comme étant indifférente, et à sept (7) reprises comme étant défavorable. C'est cependant à la section 6.4.1 qui précède que l'on peut obtenir le nombre de fonctionnaires qui perçoivent le support positif de leurs collègues.

Voici les commentaires recueillis en entrevue relatifs à l'attitude des collègues des fonctionnaires anglophones.

"Ce n'est pas qu'ils s'opposent à l'idée, mais après tout, c'est un milieu qui fonctionne en anglais". "Ca n'a pas une priorité bien haute dans leurs activités". "Les relations sont maintenant plus tendues avec mes collègues; il y a de la jalousie". "Ils m'encouragent à apprendre mais quant à eux ils demeurent intolérants". "Tout ce qui ajoute un coût à notre produit nous préoccupe. Or le français ajoute un coût". "Ils refusent de parler français avec moi". "Ils trouvent que le français est un mal nécessaire, mais ils estiment que leurs enfants devront apprendre le français pour réussir. Ils ne sont pas enthousiastes mais ils envoient tous leurs enfants à des cours d'immersion en français". "Il y a plus de chances que les collègues les plus jeunes aient une attitude positive face au bilinguisme". "La plupart des collègues anglophones considèrent les exigences de bilinguisme comme un obstacle à leur carrière; ils ont l'impression que ceux qui sont déjà bilingues ont un nez en avant d'eux autres". "Les fonctionnaires plus âgés croient qu'ils ne pourront résister au programme. D'autres sont moralement en désaccord avec le programme. Les plus jeunes sont plus positifs ou trouvent plaisante l'idée d'apprendre".

Commentaires positifs:

"Ils sont favorables jusqu'au point d'avoir des unités de langue française". "Les anglophones semblent plus favorables à l'implantation du français que les francophones ne le seraient à celle de

L'attitude et les gestes concrets des collègues des fonctionnaires anglophones dans le secteur de l'usage du français au travail

TABLEAU 6.4-6-

Perception de l'attitude			
	collègues francophones	collègues anglophones	Total
- très favorable	8	6	14
- assez favorable	2	10	12
- favorable mais passive	3	10	13
- indifférente	3	3	6
- défavorable	2	5	7
- ne le sait pas	1	1	2
Les gestes concrets			
- aucun	3	17	20
- documents rédigés en français	1	0	1
- participation aux réunions en français	1	2	3
- parlent en français dans les échanges informels	9	10	19
- sont prêts à apprendre le français	0	2	2
- aident à apprendre le français	0	1	1

Si quelques supérieurs se montrent intolérants quand le fonctionnaire anglophone tente de se débrouiller en français, si plusieurs se limitent alors à être tolérants et patients envers lui, un bon nombre également tentent d'aider le fonctionnaire, que ce soit en s'ajustant à son rythme ou à son niveau de compétence, ou en aidant à corriger son français.

Dans leurs commentaires les fonctionnaires anglophones rap-
portent :

"On m'a dit de ne pas utiliser mon français". "Mon supérieur est furiex que je m'absente pour deux heures de conversation française par semaine". "Les initiatives privées ne sont pas supportées". "Si je parlais français avec eux, ils croiraient que je suis devenu fou". "La langue utilisée dépend de l'habilité requise pour faire le travail efficacement". "Je sens une liberté et une acceptation totale mais je n'ai jamais essayé". "A l'occasion, je crois que mes supérieurs essaieraient de m'aider". "Mon patron n'est pas mieux que moi". "Ceux qui parlent français nous aident". "On essaie tous de s'entraider mais c'est comme un aveugle qui en conduit un autre".

6.4.2.3 L'attitude et le comportement des collègues

Quelle perception les fonctionnaires anglophones ont-ils de l'attitude de leurs collègues face à l'utilisation du travail? De quels gestes concrets ceux-ci appuient-ils leurs attitudes?

Le tableau 6.4-6- de la page suivante présente la fréquence de mention d'attitudes favorables ou défavorables à l'usage du français chez les collègues de travail des fonctionnaires anglophones. Les données y sont présentées en tenant compte de la première langue officielle des collègues des fonctionnaires interviewés. Le tableau présente également les gestes concrets posés par ces collègues dans le secteur de l'usage du français.

Comportement des supérieurs devant le fonctionnaire anglophone qui utilise le français au travail

TABLÉAU 6.4-5-

Les réponses	Fréquence de mention
- tous sont plutôt intolérants	3
- la plupart sont intolérants	1
- ils sont tous simplement tolérants	12
- la plupart sont simplement tolérants	3
- la moitié d'entre eux sont simplement tolérants	1
- quelques uns sont simplement tolérants	1
- tous m'aident à me perfectionner par des gestes concrets	12
- la plupart m'aident à me perfectionner par des gestes concrets	6
- la moitié d'entre eux m'aident à me perfectionner par des gestes concrets	1
- quelques-uns m'aident à me perfectionner par des gestes concrets	1
- ça ne s'applique pas, ne sait pas	8

ceci : Dans leurs commentaires, les fonctionnaires anglophones diront

"Je trouve plus de bonne volonté pour reconnaître le concept des deux langues chez mes supérieurs que chez mes subordonnés". Les supérieurs ont une bonne attitude, mais c'est difficile d'implanter le français dans un environnement anglophone". "Mon patron n'engagerait plus une seule autre personne qui aurait besoin de formation linguistique parce qu'il croit que tout le monde devrait parler deux langues". "Parfois, plusieurs anglophones, incluant les supérieurs, parlent français spontanément". "Mon patron fait un effort pour parler socialement, au dîner; certains supérieurs vont tenter d'écrire leurs propres lettres en français".

D'autres commentaires s'avèrent moins positifs :

"Mon supérieur immédiat est positif mais ceux au-dessus pensent que c'est un mal nécessaire parce que c'est très coûteux". "Mes supérieurs ne s'en préoccupent pas, mais ils n'ont rien contre". "Mon supérieur pense que c'est une nuisance". "On se soumet à la lettre de la loi, pas plus". "Mon supérieur a tenté de me dissuader de prendre des cours". "Mon supérieur est très favorable, mais ça ne paraît dans ses actions". "On n'est pas motivé à introduire des programmes de maintien de l'acquis". "Mes supérieurs font tout ce qui est possible et qui demeure pratique, pour se conformer aux programmes nationaux. Ils ne sont pas nécessairement convaincus de l'ensemble et ils critiquent à l'occasion l'implantation".

Les supérieurs se montrent-ils tolérants devant l'usage du français que fait le fonctionnaire anglophone? Lui sont-ils d'un support réel dans le perfectionnement de ses habiletés linguistiques? Le tableau 6.4-5- de la page suivante rapporte les réponses à ces questions.

L'attitude et les gestes concrets des supérieurs des fonctionnaires anglophones dans le secteur de l'usage du français au travail

TABLÉAU 6.4-4-

	supérieurs anglophones	supérieurs francophones	Total
Perception de l'attitude			
- très favorable	11	10	22
- assez favorable	5	0	5
- favorable mais passive	5	2	7
- indifférente	4	1	5
- défavorable	5	1	6
- ne le sait pas	3	1	4
Les gestes concrets			49
- pratiquement aucun	15	5	20
- notes de service au moins bilingues	4	3	7
- parlent fréquemment en français	5	5	10
- présentent des documents de travail en français	3	1	4
- parlent occasionnellement en français	1	2	3

"80% de mon personnel est francophone mais ma maîtrise du français est limitée; je ne me sens pas confiant et ce n'est pas efficace". "C'est nécessaire pour desservir adéquatement l'ensemble de la nation". "Je parle toujours en français à mes secrétaires mais personne d'autre de mon groupe ne parle français".

6.4.2.2 L'attitude et le comportement des supérieurs

Quelle perception les fonctionnaires anglophones ont-ils de l'attitude de leurs supérieurs face à l'utilisation du français au travail? Quels gestes concrets ceux-ci posent-ils pour exprimer cette attitude?

Le tableau 6.4-4- présente la fréquence de mention d'attitudes favorables ou défavorables à l'usage du français chez les supérieurs fonctionnaires anglophones. Le tableau présente aussi des gestes concrets que ces derniers posent à cet effet. Nous présentons les données en tenant compte de la première langue officielle des supérieurs des fonctionnaires.

Les résultats présentés au tableau 6.4-4- indiquent que l'attitude des supérieurs est rapportée comme favorable dans 34 réponses sur un total de 49 réponses. L'attitude serait néanmoins passive dans 7 de ces réponses-la. Elle est indifférente dans 5 autres cas et défavorable dans 6 autres cas. Il faut cependant s'en rapporter à la section précédente (6.4.1) pour connaître la proportion des fonctionnaires qui perçoivent le support de leurs supérieurs à l'usage du français.

Au niveau des commentaires faits par les interviewés, par ailleurs, treize (13) personnes mentionnent dans l'entrevue que tout le monde peut parler anglais et que cela réduit la nécessité d'utiliser le français. Huit (8) personnes disent également ne jamais avoir besoin de parler français. Une (1) personne mentionne que le français est dysfonctionnel dans son travail parce que ça ralentit le processus. Une (1) personne souligne que toute la terminologie technique dans son travail est anglaise et que par conséquent l'usage du français n'y est pas fonctionnel. Quelqu'un avance que l'usage du français est rendu dysfonctionnel par le fait que les francophones s'adressent à lui en anglais même quand il tente de leur parler en français. Un (1) autre fait remarquer que tout s'est tellement toujours fait en anglais dans son ministère que même les francophones en ont oublié leur français, que les communications sont surtout en anglais et que le travail peut être entièrement fait en anglais; de plus, l'attitude des gens de son entourage serait qu'ils sont intéressés à ce que l'ouvrage soit fait et non pas à lui donner des leçons de français. Un (1) autre souligne qu'on peut se donner un bon prétexte pour ne pas utiliser le français avec les "exigences de la tâche". Enfin, un (1) fonctionnaire rapporte que le fait de connaître le français a été à la source de frictions avec ses collègues francophones qui, depuis qu'ils savent qu'il peut comprendre le français, s'arrêtent de parler entre eux quand il est là.

Voici enfin quelques commentaires fait par ceux qui trouvent utile le français.

"Ça rend le climat de travail agréable et ça permet d'obtenir avec de meilleurs résultats dans l'échange d'informations avec d'autres sections; j'ai de meilleurs résultats quand je fais l'effort de parler français". "Mes collègues apprécient mon intérêt et mes efforts; au moins, je peux leur montrer que j'essaie de les comprendre et leur montrer ma volonté de les rencontrer à mi-chemin". "Ça a amélioré l'opinion que mes collègues se faisaient de moi". "Pour ce qui est du travail, c'est fonctionnel pour communiquer avec mes subordonnés". "C'est fonctionnel mais seulement un vocabulaire limité est requis".

Fréquence de mention

Formes d'utilité

Dans les relations avec les collègues

- pour un rapprochement avec les francophones

- pour le travail

- sans spécification

Sous-total

34

15

15

Perception de l'utilité du français dans la tâche et dans les relations avec les collègues francophones

TABLÉAU 6.4-3-

Fréquence de mention				
Formes d'utilité				
utile				
nécessaire efficace				
pas nécessaire efficace				
inutile				
Dans la tâche				
- pour donner des mandats	10	10	2	1
- pour recevoir des mandats	4	6	1	1
- pour communiquer des évaluations	4	4	1	1
- pour recevoir des évaluations	3	3	1	1
- pour des discussions et prises de décision	4	4	1	1
- dans les rapports avec le public	4	7		
- pour l'écrit en général	8	13		
- dans les relations avec les collègues francophones	4	6		
- au téléphone	3	2		
- dans les relations sociales	0	1		
- utilité non spécifiée	6	0		
- ne savent pas	3	0		
Sous-total	53	56	6	5

L'entrevue a, par ailleurs, tenté d'explorer la perception des fonctionnaires 1) quant à l'utilité du français pour l'accomplissement de la tâche et dans les relations avec les collègues, 2) quant à l'attitude et au comportement de leurs supérieurs vis-à-vis l'usage du français au travail et, 3) quant à l'attitude et au comportement de leurs collègues de travail vis-à-vis l'usage du français au travail.

6.4.2.1 L'utilité du français

Quelle est l'utilité du français pour le fonctionnaire anglophone dans l'accomplissement de ses tâches? Jusqu'à quel point le français peut-il lui être utile dans ses relations avec ses collègues francophones?

Le tableau 6.4-3- de la page suivante présente les opinions des fonctionnaires face à ces questions. Par "utile" nous entendons, du moins en ce qui concerne l'aspect de l'accomplissement des tâches, "nécessaire" et "fonctionnel, efficace".

La majorité des réponses expriment donc l'opinion que le français est utile sous un rapport ou sous un autre dans l'accomplissement des tâches, et peu de réponses indiquent explicitement le contraire. Pour ce qui est des relations avec les fonctionnaires francophones, les 2/3 des réponses indiquent que le français peut avoir une certaine utilité tandis que l'autre 1/3 des réponses indique explicitement que le français est inutile à cet effet.

Le français serait donc perçu comme utile au travail et pour les relations avec les collègues francophones bien que les avis seraient partagés quant à l'utilité dans ce dernier secteur. Il n'est pas possible cependant d'identifier le nombre exact de fonctionnaires représentés par le nombre de réponses observé. Il faut se référer à la sous-section précédente (6.4.1) pour avoir une mesure du nombre de fonctionnaires qui perçoivent utile la connaissance du français.

Les facteurs favorables et défavorables au maintien des acquis linguistiques dans le milieu de travail, tels qu'évoqués spontanément par les fonctionnaires anglophones

TABLÉAU 6.4-2-

Fréquence de mention	
<u>Facteurs favorables</u>	
- l'attitude des supérieurs, leur support concret	9
- l'attitude des collègues, leur support concret	6
- la coopération des "clients" (public, fonctionnaires)	1
- la nature de la tâche	1
- l'exposition aux stimuli linguistiques au travail	5
<u>Facteurs défavorables</u>	
- l'attitude des supérieurs, leur manque de coopération	5
- l'attitude des collègues et leur manque de support concret dans l'utilisation du français	7
- le manque de collaboration des "clients"	2
- les exigences de la tâche	3
- le manque de stimulation en français au travail (pas suffisamment d'exposition au français)	18

Une partie de l'entrevue individuelle que nous avons conduite auprès de 40 fonctionnaires anglophones qui avaient complété leur formation linguistique visait à recueillir d'eux des informations sur les éléments de leur milieu organisationnel qui leur semblaient favorables au maintien et au développement de leurs acquis linguistiques.

Quand on demande aux fonctionnaires anglophones d'évoquer spontanément les choses qui ont pu aider ou nuire au développement de leur acquis linguistique depuis la fin de leur formation (ceci pouvant aller des dispositions personnelles du sujet aux structures existantes au sein du ministère, en passant par l'attitude des personnes de l'environnement ou des situations particulières), certaines de leurs réponses ont trait à des variables organisationnelles. Elles touchent surtout les personnes de leur environnement de travail (supérieurs et collègues), les occasions d'utiliser le français au travail et les exigences de la tâche. Le tableau 6.4-2 de la page suivante présente le nombre de réponses spontanées rattachées à ces divers éléments.

Les données du tableau 6.4-2 ne sont présentées ici que pour donner une image de ce qui est évoqué spontanément par les fonctionnaires. On fait mention à 9 reprises de l'attitude des supérieurs comme étant un facteur facilitant et à 5 reprises comme étant un facteur d'empêchement. Les collègues de travail seraient tantôt aidants, tantôt nuisibles. Il en va de même pour les "clients" et pour la tâche elle-même. Il ressort enfin que les fonctionnaires déplorent le manque d'exposition au français au travail à 18 reprises tandis qu'ils se réjouissent des occasions d'être exposé au français à 5 reprises.

ailleurs, 46% des fonctionnaires anglophones expriment leur accord avec le même énoncé; 10% d'entre eux se disent tout à fait en accord, 13% très en accord et 16% en accord.

g) L'absence de sollicitation de la part des interlocuteurs

s'exprimant dans la langue seconde

Nous avons vu antérieurement que les francophones avaient tendance à enchaîner en anglais quand les fonctionnaires anglophones tentaient de s'exprimer en français. Il semblait que les francophones n'ont pas non plus tendance à insister pour qu'on s'adresse à eux en français (M = 4.25). Cette perception des francophones par les fonctionnaires anglophones est particulièrement vraie quand elle s'applique à leurs collègues francophones (M = 4.79); les fonctionnaires franco-phones d'autres divisions ou ministères n'exigent pas non plus d'être servis dans leur langue (M = 4.18) et, finalement, le public lui non plus ne se fait pas exigeant quand il s'agit d'être servi dans sa langue (M = 3.73).

h) Occasions d'être en contact avec la langue seconde avec les

subalternes et dans le groupe de travail

Si tant est que le nombre de collègues francophones présents dans son entourage immédiat pourrait représenter un facteur d'exposition à la langue française pour le fonctionnaire anglophone, il apparaît que ce dernier a relativement peu d'occasions d'être en contact avec le français avec ses subalternes et avec l'ensemble de son milieu de travail immédiat, son "groupe de travail". Environ seulement 20% de ses subalternes (composante 10: M = 2.57) et 20% des membres de son groupe de travail (composante 11: M = 2.59) sont en effet des francophones.

Échelle de réponse pour les composantes 10 et 11:
 0 = impossible de me prononcer
 1 = il n'y a aucun francophone
 2 = de 1% à 20% des gens sont francophones
 3 = de 21% à 40% des gens sont francophones
 4 = de 41% à 60% des gens sont francophones
 5 = de 61% à 80% des gens sont francophones
 6 = plus de 80% des gens sont francophones.

- en réunion, on ne prend généralement pas le temps de faire clarifier une idée exprimée en français même si on ne la comprend pas vraiment: $M = 2.79$

Le groupe de travail du fonctionnaire anglophone semble donc être relativement neutre à l'endroit de l'usage du français au travail et, sans être très motivé à se forcer pour parler français, il ne réprimera pas l'usage du français que d'autres pourraient faire.

e) L'usage du français en dehors du milieu de travail

Les fonctionnaires anglophones utilisent peu le français en dehors de leur milieu de travail: $M = 3.29$ ⁹⁷. Il leur arrive "très rarement" de converser en français avec des membres de leur famille ($M = 2.42$), tandis que cela présente "occasionnellement" avec des connaissances ou des amis ($M = 3.83$). Il leur arrive "occasionnellement" de voir des spectacles, la T.V. ou le cinéma en français ($M = 3.57$) ou encore de lire des livres, revues ou journaux en français ($M = 3.31$).

f) L'accord entre les exigences linguistiques des postes et la tâche à accomplir

Jusqu'à quel point les fonctionnaires anglophones trouvent-ils les exigences linguistiques de leurs postes justifiées par les activités courantes de leur fonction? Les fonctionnaires anglophones ont des avis partagés sur cette question (composante 8: $M = 3.53$). A l'énoncé qui affirme que les exigences linguistiques ne sont pas justifiées par leurs activités quotidiennes au travail, 16% se disent tout à fait en désaccord, 5% très en désaccord, 33% en désaccord soit un total de 54% des fonctionnaires anglophones qui sont en désaccord avec l'énoncé. Par

97
Échelle de réponse spécifique à cette composante:
0 = impossible de répondre
1 = jamais
2 = très rarement
3 = rarement
4 = occasionnellement
5 = fréquemment
6 = très fréquemment.

d) L'absence de support normatif du groupe de travail à l'usage de la langue seconde

Les fonctionnaires anglophones ne semblent pas trouver que leur groupe de travail soit un milieu qui résiste informellement à l'utilisation du français mais leurs réponses n'expriment pas de désaccord à ce sujet non plus ($M = 3.94$). On observe, cependant, un désaccord plus prononcé quant on examine les mesures de découragement qui pourraient éventuellement être prises vis-à-vis quelqu'un qui utiliserait le français au travail. Voyons en détail comment se présente le groupe de travail du fonctionnaire envisagé sous son angle normatif (comportements attendus, sanctions prévues pour les comportements déviants):

- on préfère que les collègues francophones utilisent l'anglais autant que possible: $M = 3.51$

- on préfère ne pas utiliser le français au travail: $M = 3.30$

- on ne se sent pas très motivé à se forcer pour parler le français: $M = 4.03$

- on trouve correct d'essayer de faire parler un francophone en anglais si on a de la difficulté en français: $M = 4.18$

- une intervention a plus d'effet si elle est faite en anglais plutôt qu'en français: $M = 3.73$

- on s'impatiente si un collègue francophone insiste pour utiliser le français: $M = 3.19$

- les francophones font toujours mieux d'utiliser l'anglais: $M = 2.86$

- si un collègue francophone insiste pour communiquer en français, il se retrouve finalement isolé: $M = 2.90$

Les réponses des fonctionnaires anglophones indiquent qu'ils trouvent peu de renforcement dans l'usage de la langue seconde au travail (M = 3.67). Ils ne seraient pas carrément découragés d'utiliser le français mais ils ressentiraient un certain manque de reconnaissance des efforts qu'ils font dans ce domaine. En termes de réponses aux énoncés qui évoquent cette composante du milieu organisationnel, on observe généralement des scores moyens qui expriment un accord léger avec les énoncés :

- les collègues francophones ne nous manifestent jamais clairement s'ils apprécient qu'on parle français (M = 3.68) ou qu'on s'adresse à eux en français (M = 3.58)
 - quand on parle français, les francophones enchaînent en anglais pour nous faciliter les choses (M = 3.74)
 - en réunion, les francophones s'impatiente si on s'exprime en français parce qu'ils trouvent que ça retarde le processus (M = 3.50)
 - quand on s'adresse en français aux francophones du public, ils préfèrent souvent poursuivre en anglais (M = 3.95)
 - quand on s'adresse en français à des francophones du public, ils se montrent peu tolérants (M = 3.43)
 - quand on s'adresse en français à des fonctionnaires francophones, ils préfèrent poursuivre l'échange en anglais (M = 3.86) ou, encore, ils se montrent généralement peu tolérants (M = 3.36).
- La principale façon dont se joue l'absence de renforcement dans l'usage du français réside donc dans la tendance qu'ont les francophones (collègues, publics, fonctionnaires) à enchaîner en anglais quand les fonctionnaires anglophones s'efforcent d'utiliser le français.

- mon supérieur immédiat supporte peu les efforts qui sont faits pour utiliser le français dans nos activités journalières: M = 3.25

- les fonctionnaires senior ne donnent pas l'exemple en s'efforçant d'apprendre et d'utiliser le français: M = 3.10

- je n'ai pas l'impression que l'usage du français langue seconde est une priorité et que les supérieurs hiérarchiques ont décidé d'y voir: M = 3.10

- il n'arrive jamais à mes supérieurs de rappeler les exigences linguistiques de certains postes: M = 3.05

- les efforts faits pour parler le français ne semblent pas correspondre à la ligne de pensée de la direction: M = 2.75

- les efforts que je fais pour utiliser le français ne comptent pas dans l'appréciation que mes supérieurs font de mon travail: M = 3.12

- mon supérieur n'aime pas particulièrement le fait que l'un ou l'autre collègue doive aller suivre une formation linguistique: M = 3.43.

En résumé, les fonctionnaires nient donc que leurs supérieurs ne se préoccupent pas de l'implantation du français dans leur ministère. Leur désaccord n'est quand même pas très prononcé pour autant. Les deux énoncés avec lesquels ils sont le plus en désaccord ont trait au fait que le supérieur immédiat serait peu favorable à l'usage du français et que les efforts d'utilisation du français ne correspondraient pas à la ligne de pensée de la direction.

- pour être plus autonome quand il a affaire au public: M = 3.63
 - pour comprendre le comportement et les attitudes de ses collègues francophones: M = 4.02
 - pour l'avancement dans sa carrière: M = 4.77.
- Il apparaît nettement que le français n'est vraiment utile au fonctionnaire anglophone que dans le développement de sa carrière et au niveau des rapports interpersonnels avec des collègues francophones. Par rapport à l'insertion du fonctionnaire dans le fonctionnement même de l'organisation, cependant, le français ne semble pas avoir une bien grande utilité.
- b) L'absence de support de l'autorité à l'usage de la langue
seconde au travail
- Les fonctionnaires anglophones expriment un léger désaccord à l'ensemble des énoncés suivant lesquels les autorités du ministère manqueraient à supporter réellement l'usage du français langue seconde au travail (composante 3: M = 3.07).
- Ce léger désaccord s'exprime à propos des énoncés au contenu que voici:
- à part la formation linguistique, il n'y a pas grand choses qui se passe dans mon ministère pour faciliter l'usage du français: M = 3.34
 - tout en se soumettant à la politique des langues officielles, mon supérieur immédiat est peu favorable à l'usage du français: M = 2.87

a) L'utilité de la langue seconde pour la participation à la
vie de l'organisation

La moyenne observée pour la composante 3 au tableau 6.4-1-
indique un désaccord des fonctionnaires ($M = 3.15$) aux énoncés qui af-
firmant l'utilité de la langue seconde pour assurer une participation à
la vie de l'organisation. Ce désaccord est peu prononcé; il le serait
davantage si la moyenne était de 2 ("très en désaccord") ou encore, de 1
("tout à fait en désaccord").

Voyons comment s'exprime cette relative inutilité du français
pour la participation à la vie de l'organisation chez le fonctionnaire
anglophone (nous nous référons ici aux énoncés constituant la composante
2):

- pour confier et définir des mandats de travail à ses subor-
donnés: $M = 3.10$

- pour communiquer à ses subordonnés l'évaluation qu'il fait de
leur travail: $M = 3.00$

- pour se rapprocher de certains collègues francophones qu'il
estime: $M = 3.88$

- pour solutionner les conflits qui surviennent dans le travail:
 $M = 2.91$

- lors des discussions de problèmes et de prises de décisions:
 $M = 2.84$

- pour connaître l'évaluation que ses supérieurs font de son
travail: $M = 2.28$

- quand il se fait confier et définir des mandats de travail:
 $M = 2.37$

Description du milieu organisationnel dans lequel se trouve le fonctionnaire anglophone au retour des PFL

TABLÉAU 6.4-1-

Composantes du milieu organisationnel				M	écart-type	N
1.	Adhérence au groupe de travail	4.04	0.65	90		
2.	Utilité de la langue seconde pour la participation à la vie de l'organisation	3.15	0.89	89		
3.	Absence de support de l'autorité à l'usage de la langue seconde au travail	3.07	1.01	90		
4.	Absence de renforcement dans l'usage de la langue seconde	3.67	0.86	90		
5.	Absence de support normatif du groupe de travail à l'usage de la langue seconde	3.94	1.02	90		
6.	Résistance à quitter le groupe de travail	2.67	1.12	90		
7.	Usage de la langue seconde en dehors du milieu de travail	3.29	1.01	90		
8.	Accord entre les exigences linguistiques des postes et la tâche à accomplir	3.53	1.59	89		
9.	Absence de sollicitation de la part des interlocuteurs s'exprimant dans la langue seconde	4.25	0.76	90		
10.	Occasion d'être en contact avec la langue seconde avec balernes	2.57	1.29	76		
11.	Occasions d'être en contact avec la langue seconde dans le groupe de travail	2.59	1.05	89		

telles qu'elles apparaissent au tableau de la page suivante 6.4-1-. Les répondants exprimaient leur désaccord ou leur accord avec chacun des énoncés en utilisant, suivant le cas, les points 1, 2 et 3 (désaccord) ou les points 4, 5 et 6 (accord) de l'échelle de réponse. Les points 1 et 6 représentent les extrêmes de l'échelle de réponse.

Le tableau 6.4-1- présente les principaux résultats obtenus par les fonctionnaires anglophones à l'échelle B-3⁹⁶.

Donnons quelques exemples:

- énoncé 18: Dans mon ministère, le groupe dont je fais partie est l'un des mieux vus (M = 3.54)

- énoncé 22: Les buts poursuivis par mon groupe de travail sont importants pour moi (M = 4.29)

- énoncé 24: Si j'avais à constituer un groupe de travail, je choisirais la plupart de mes collègues actuels (M = 3.75)

- énoncé 28: De façon générale, je sens que mes collègues m'estiment beaucoup (M = 4.29).

Que le fonctionnaire ne se prononce qu'"en accord" avec pareils énoncés (point 4 de l'échelle de réponse) plutôt que "très en accord" ou encore "tout à fait en accord" (points 5 et 6 de l'échelle de réponse) laisse donc croire à un attrait qui n'est que léger vis-à-vis son groupe de travail. Il n'est pas étonnant, par conséquent, que le fonctionnaire anglophone soit en désaccord avec les énoncés qui affirment qu'il serait très peiné et qu'il y perdrait beaucoup au plan personnel et au plan professionnel s'il devait quitter définitivement son groupe de travail (M = 2.67).

Les pages qui suivent font état du milieu organisationnel dans lequel le fonctionnaire anglophone est inséré lorsqu'il fait usage de la langue seconde. Ce milieu est principalement décrit dans ses dimensions psychosociales plutôt que structurales, c'est-à-dire au niveau du climat et des normes informelles relatives à l'usage de la langue seconde, au niveau de l'attachement de l'individu au groupe qui tient de telles normes, au niveau du support des supérieurs, au niveau de l'utilité perçue de la langue seconde, au niveau du renforcement lié au comportement des divers interlocuteurs et au niveau des occasions d'être exposé à la langue seconde.

Nos résultats sur le milieu organisationnel proviennent de deux sources. La première est l'échelle B-3; elle nous a permis de recueillir des informations systématiques sur les perceptions de leur milieu de travail par les fonctionnaires. La deuxième source de données est l'entrevue que nous avons faite auprès de 40 fonctionnaires anglophones, dans le but de connaître leurs commentaires personnalisés sur le milieu organisationnel.

Nous allons d'abord présenter les résultats au questionnaire B-3 (6.4.1) puis les résultats à l'entrevue (6.4.2).

6.4.1 Milieu organisationnel selon les résultats à l'échelle B-3

L'échelle B-3 a été construite dans le but d'inventorier systématiquement les composantes psychosociales du milieu organisationnel du fonctionnaire anglophone qui seraient susceptibles d'influencer l'utilisation de la langue seconde au travail⁹⁵. Rappelons que des énoncés illustraient les diverses composantes du milieu organisationnel

⁹⁵ Voir le Chapitre 3 pour une description complète de l'échelle B-3.

Les données recueillies sur les attitudes et les motivations pertinentes à la langue seconde à l'aide de l'échelle de Gardner indiquent que les fonctionnaires anglophones

1. considèrent le français comme un outil d'intégration sociale et culturelle et comme une condition de promotion professionnelle; mais ils demeurent néanmoins modérément mobilisés par l'attrait que représentent de tels avantages;

2. ont une attitude assez positive à l'égard de l'activité même de l'apprentissage du français qu'ils estiment être une expérience agréable, malgré cela, ils auraient tendance à occuper leur temps à autre chose qu'au français;

3. apparaissent plus enthousiastes à l'endroit de la culture canadienne française qu'à l'endroit des Canadiens français eux-mêmes, l'ensemble donnant lieu à une attitude modérément positive à l'endroit du groupe francophone;

4. valorisent la connaissance et l'usage des langues étrangères bien que leur attitude vis-à-vis de l'acquisition même de ces langues soit moins enthousiaste et résulte en un intérêt modéré pour les langues étrangères;

5. ne peuvent pas compter sur un appui sensible de leur famille et de leurs amis dans l'apprentissage du français;

6. éprouvent peu d'anxiété dans l'usage du français dans la vie quotidienne.

vie quotidienne ($M = 3.29$) : rapports fonctionnels dans les restaurants, les magasins, sur la route, au téléphone, contacts informels ou contacts avec le supérieur hiérarchique. Ce faible taux d'anxiété devrait normalement constituer une condition importante d'usage de la langue seconde, parce que contrairement aux autres attitudes, ce facteur est directement agissant au moment-même de l'usage de la langue seconde.

apprendre plusieurs langues et sans non plus trouver agréable l'expérience d'apprendre une autre langue, ils aimeraient parler parfaitement une autre langue, ils tenteraient d'apprendre la langue de leur pays d'accueil s'ils allaient demeurer dans un pays étranger, ils aimeraient parler la langue d'un pays qu'ils visitent et pouvoir lire journaux et revues de langues étrangères. Ceci constitue évidemment le bon côté de la connaissance d'une langue étrangère. Quand on vient au "mauvais" côté d'une telle connaissance, à savoir à son apprentissage, les fonctionnaires anglophones se montrent moins enthousiastes et donnent des réponses qui dépassent à peine l'accord léger.

L'ensemble se présente au total comme un intérêt modéré pour les langues étrangères.

6.3.5 L'encouragement de la famille et des amis à apprendre la langue seconde

Avec "l'encouragement de la famille et des amis", nous obtenons un des scores les moins élevés de toute l'échelle C ($M = 3.61$). Tout en concédant que les fonctionnaires anglophones témoignent que leur famille et leurs amis pensent qu'ils devraient vraiment faire l'effort d'apprendre le français, il n'en reste pas moins que dans leur comportement concret, ces derniers constituent un support généralement discret. Ils vont relativement peu essayer de les aider à apprendre la langue seconde, les encourager à pratiquer, leur rappeler le but d'un tel apprentissage, les inciter à poursuivre l'apprentissage même après le cours.

Il semble bien que ce soit d'abord sur leur propre motivation et leur propre intérêt à l'apprentissage de la langue que les fonctionnaires anglophones en soient en reste de s'appuyer.

6.3.6 Anxiété rattachée à l'usage de la langue seconde

Les fonctionnaires anglophones semblent éprouver peu d'anxiété à faire usage de la langue seconde dans des situations diverses de la

6.3.3 L'attitude à l'endroit des Canadiens de l'autre culture

L'échelle d'attitude à l'endroit des Canadiens de l'autre culture (M = 4.61) comprend certains énoncés qui impliquent l'autre culture et d'autres énoncés qui impliquent plus directement les représentants de cette culture.

Les fonctionnaires anglophones révèlent ici une attitude modérément positive à l'endroit des Canadiens français. Et leurs réponses sont un peu plus positives quand l'énoncé met davantage de l'avant la culture canadienne française ou l'apport culturel des Canadiens français que les représentants-mêmes de la culture canadienne française.

Les fonctionnaires anglophones croient que ce serait une perte d'être privé de la culture canadienne française, que les Canadiens français ajoutent une couleur particulière à la culture canadienne et que l'héritage culturel français est un élément important de l'identité canadienne. Cependant, bien qu'ils reconnaissent que quelques-uns des meilleurs citoyens canadiens sont d'ascendance française, ils manifestent moins d'enthousiasme devant les personnes elles-mêmes, qu'il s'agisse d'envisager d'en connaître un plus grand nombre, de s'intéresser à parler leur langue ou de reconnaître qu'ils sont affables, chaleureux ou créateurs. L'attitude des fonctionnaires anglophones à l'endroit des Canadiens français est donc modérément positive. Elle s'exprime par un appui réservé aux énoncés qui attribuent des traits positifs aux Canadiens français.

6.3.4 L'intérêt pour les langues étrangères

Les réponses au sous-test de l'intérêt pour les langues étrangères obtiennent le deuxième score le plus élevé de l'échelle C (M = 4.77). Les fonctionnaires anglophones se montrent particulièrement positifs à l'endroit des langues étrangères: sans nécessairement vouloir

C'est tout comme si on reconnaissait logiquement que le français peut procurer certains avantages et comme si, en même temps, on n'y croyait pas très fort.

6.3.2 L'attitude devant l'apprentissage du français

L'étude de l'attitude des fonctionnaires anglophones devant l'activité-même de l'apprentissage du français nous fournit un meilleur indice de l'intérêt à apprendre la langue que ne le fait l'étude de leur croyance aux avantages possibles d'un tel apprentissage. Or à ce point de vue de l'attitude devant l'apprentissage du français, les résultats sont les plus positifs ($M = 4.88$) parmi ceux qui ont été obtenus à l'échelle C. Sans nécessairement préférer l'étude du français à d'autres activités qui sauraient fort bien les tenir occupés, les fonctionnaires anglophones expriment qu'ils aiment bien apprendre le français, qu'ils ne trouvent pas ça ennuyant, qu'ils n'ont pas l'intention d'interrompre leur apprentissage du français avec l'arrêt des cours, qu'ils ont l'intention d'en apprendre le plus possible, qu'ils aiment bien la langue française et qu'apprendre le français n'est pas une perte de temps.

L'apprentissage du français est donc perçu positivement par les fonctionnaires anglophones. Les résultats de la recherche PENDANT nous indiquent par ailleurs que l'absence de motivation est considérée comme une source majeure de difficulté pour les fonctionnaires-étudiants en cours de langue. Les deux résultats obtenus suggèrent que malgré une attitude positive à l'égard de l'apprentissage de la langue seconde, le dur apprentissage concret, quotidien, du français peut entamer sérieusement la motivation actuelle, en situation, à apprendre le français. Même une attitude positive ne suffirait pas toujours à garder vivantes la confiance et la détermination nécessaires à la réalisation des tâches quotidiennes d'apprentissage.

6.3.1 La motivation intégrative et la motivation instrumentale

Les fonctionnaires anglophones font preuve d'une "motivation intégrative" assez élevée ($M = 4.66$). Dans leurs réponses, et malgré que ceci ne soit pas apparent quant on ne regarde que la moyenne mathématique, les 2/3 d'entre eux expriment un accord modéré ou un accord total à la plupart des énoncés affirmant que la langue seconde leur donnera accès à la culture canadienne-française et leur permettra des échanges avec ses représentants. Pour bon nombre de fonctionnaires anglophones, la langue française apparaît donc comme un outil d'intégration sociale et culturelle; pas plus de 15% d'entre eux nient cela dans leurs réponses. Ils doutent cependant que cela puisse vraiment leur permettre de participer aux activités de l'autre groupe culturel.

Au niveau de la "motivation instrumentale", les fonctionnaires anglophones ($M = 3.81$) estiment qu'ils retireront des avantages "marginaux" de l'apprentissage de la langue seconde; cela varie cependant en fonction de l'avantage envisagé. Ils croient modérément que la connaissance du français peut leur être utile dans le développement de leur carrière et aussi que le français peut faire d'eux des personnes mieux informées. Ils nient généralement cependant que la connaissance d'une deuxième langue, nommément le français, puisse leur valoir plus de respect de la part des autres.

On peut donc conclure de ces deux ordres de résultats que la motivation à apprendre le français chez les fonctionnaires anglophones est nourrie de certains espoirs concrets, qu'ils soient de l'ordre de l'intégration à la culture ou de l'ordre d'avantages extra-culturels; mais l'intensité de la poursuite de tels avantages demeure malgré tout modérée pour l'ensemble des fonctionnaires qui ont fait l'objet de notre étude. En effet, seuls 1/3 des fonctionnaires endossent "fortement" les liens que postulent les énoncés de l'échelle entre la connaissance du français et l'obtention d'un bénéfice donné, intégratif ou instrumental.

TABLÉAU 6.3-1-

Les motivations et attitudes des fonctionnaires anglophones

Variables	M	écart- type	N
1. Motivation intégrative	4.66	1.07	90
2. Motivation instrumentale	3.81	0.86	90
3. Attitude devant l'apprentissage de la langue seconde	4.88	0.86	90
4. Attitude à l'égard des Canadiens de l'autre culture	4.61	0.86	90
5. Intérêt pour les langues étrangères	4.77	0.86	90
6. Support de la famille et des amis dans l'apprentissage de la langue seconde	3.61	1.21	89
7. Anxiété rattachée à l'usage de la langue seconde	3.29	0.11	90

Le tableau 6.3-1- présente les résultats obtenus par les fonctionnaires anglophones aux diverses sous-échelles de l'échelle C (échelle d'attitudes de Gardner) qui porte, rappelons-le 1) sur le type de motivation qui pousse à l'apprentissage d'une langue seconde, 2) sur diverses attitudes susceptibles d'intervenir dans l'apprentissage de la langue, de même que 3) sur les conditions de support qu'offrent la famille et les amis dans l'apprentissage de la langue seconde. On trouve, de fait, 7 sous-échelles dans l'échelle de Gardner. Le tableau 6.3-1- présente les moyennes et écarts-types observés de même que le nombre de fonctionnaires ayant répondu à chacune de ces sous-échelles.

94

Avant d'analyser les attitudes et les motivations des 93 fonctionnaires anglophones de l'échantillon APRES les PFL, nous avons tenté de déterminer QUI sont ces personnes: quelles sont leurs principales CARACTERISTIQUES SOCIO-BIOGRAPHIQUES et leurs principaux TRAITS PSYCHOLOGIQUES individuels?

Douze caractéristiques socio-biographiques ont été examinées brièvement:

- le groupe d'âge de ces personnes
 - le sexe
 - leur niveau d'éducation
 - leur catégorie professionnelle
 - leur catégorie de salaire
 - leur statut professionnel avant les PFL
 - la date de leur première fois dans un PFL
 - leur niveau de compétence linguistique
 - leur mois d'entrée dans un PFL
 - les principaux ministères qui les emploient actuellement
 - leur leçon de départ dans leur dernier PFL
 - la principale méthode d'enseignement qui était employée.
- Les traits psychologiques individuels que nous avons décrits brièvement sont:

- les dimensions du concept de soi mesurées par le TSCS de Fitts
- les valeurs instrumentales telles qu'inventoriées par le "Value Survey" de Rokeach
- les aptitudes et connaissances linguistiques de ces fonctionnaires telles qu'établies au test MLAT, au test PIMSLER et au Test de classement.

Les aptitudes et les connaissances linguistiques des fonctionnaires anglo-phones selon les tests du Bureau des Langues

TABLÉAU 6.2-4-

Tests	M	écart- type	N
M.L.A.T.			
number learning	31.81	10.46	82
phonetic script	22.29	6.00	82
spelling clues	20.31	9.37	82
words in sentence	23.00	7.52	82
paired associates	13.31	5.37	82
Test de classement			
compréhension auditive	15.69	11.27	53
compréhension écrite	3.47	3.43	53
PIMSLER (P.L.A.B.)			
sound discrimination	21.75	4.91	77
sound symbol association	21.50	2.33	77

6.2.2.3 Quelles sont les APTITUDES ET CONNAISSANCES LINGUISTIQUES du

groupe des fonctionnaires anglophones APRES?

Le tableau 6.2-4- présente les résultats moyens que les fonctionnaires anglophones du groupe APRES avaient obtenus lors de l'évaluation de leurs aptitudes et connaissances linguistiques au Service d'orientation du Bureau des Langues, avant qu'ils n'entreprendent leur formation⁹³ linguistique . Les tests administrés alors étaient le M.L.A.T., le "test de classement" et le PIMSLEUR.

93 Voir l'Appendice 3, section 3.3.1, pour les résultats détaillés.

Les valeurs instrumentales des fonctionnaires anglophones; rangs moyens, écarts-types et nombre de répondants

TABLEAU 6.2-3-

Valeur	Rang moyen	écart- type	N
1. Honnête (franc, sincère)	4.83	4.35	78
2. Responsable (fiable, digne de confiance)	6.14	3.98	78
3. Large d'esprit (esprit ouvert)	7.44	4.45	77
4. Aimant (affectueux, tendre)	7.59	4.69	71
5. Capable (compétent, efficace)	7.71	4.32	78
6. Indépendant (affranchi, autonome)	8.15	5.18	77
7. Gai (insouciant, joyeux)	8.39	4.37	78
8. Courageux (capable de défendre ses convictions)	8.91	4.26	78
9. Imaginatif (audacieux, innovateur)	9.08	4.70	78
10. Indulgent (disposé à pardonner)	9.15	4.97	78
11. Intellectuel (intelligent, réfléchi)	9.15	5.04	77
12. Serviable (disposé à aider les autres)	9.44	4.43	78
13. Logique (cohérent, rationnel)	9.93	4.71	76
14. Maître de soi (discipliné, modéré)	10.56	4.79	78
15. Ambitieux (bûcheur, désireux de réussir)	11.34	4.51	78
16. Poli (courtois, bien élevé)	13.19	3.40	78
17. Propre (soigné, ordonné)	13.92	4.30	78
18. Obéissant (respectueux, soumis)	16.02	3.51	78

6.2.2.2 Quelles sont les VALEURS INSTRUMENTALES des fonctionnaires anglophones?

Le tableau 6.2-3- de la page suivante présente le nombre de répondants, les rangs moyens et les écarts-types observés pour les diverses valeurs instrumentales de l'échelle des valeurs de Rokeach, 92 chez les fonctionnaires anglophones.

A la lecture de ce tableau, on constate que les valeurs mises de l'avant par les fonctionnaires anglophones du groupe APRFS ont l'ouverture comme caractéristique commune; il s'agit de l'honnêteté, de la fiabilité, de l'ouverture d'esprit, de l'amour. Les valeurs qu'ils privilégient le moins sont quant à elles caractérisées par le contrôle; il s'agit de l'obéissance, de la propreté, de la bienséance, de l'ardeur au travail, de la maîtrise de soi.

Nous verrons plus loin les liens qu'entretiennent ces diverses valeurs avec l'usage de la langue seconde et le maintien des acquis linguistiques.

TABLEAU 6.2-2-

Les différentes dimensions du concept de soi des fonctionnaires anglophones, la comparaison avec la population en général (chiffres entre parenthèses) et les scores possibles

et les scores possibles

Dimensions du concept de soi	N	M (population) fonctionnaires	écart-type (population) fonctionnaires	Scores possibles min. max.
- Identité, positivité de l'image de soi: score d'identité	93	125.68 (127.10)	8.93 (9.96)	60 150
- Satisfaction de soi, acceptation de soi: score de satisfaction de soi	93	111.87 (103.67)	14.76 (13.79)	30 150
- Sentiment de valeur personnelle: score "soi personnel" 93	93	67.39 (64.55)	8.10 (7.41)	20 90
- Satisfaction du soi social: score "soi social" 93	93	69.69 (68.14)	7.22 (7.86)	30 90
- Conflit dans la perception de soi: score de conflit total 93	93	28.58 (30.10)	8.07 (8.21)	0 80
- Orientation du conflit: score de conflit net 93	93	-5.76 (-4.91)	11.60 (13.01)	-60 80
- Intégration de l'image de soi: score de variation 93	93	42.67 (48.53)	12.38 (14.42)	0 110
- Certitude de la perception de soi: score de distribution 93	93	119.54 (120.44)	24.58 (24.19)	30 200

6.2.2 Quels sont les principaux TRAITS PSYCHOLOGIQUES du groupe

des fonctionnaires anglophones APRES?

Cette sous-section présente les données relatives aux dimensions du concept de soi, aux valeurs instrumentales et aux aptitudes linguistiques des fonctionnaires anglophones du groupe APRES⁹⁰.

6.2.2.1 Quel est le CONCEPT DE SOI des fonctionnaires anglophones

d'après le TSCS?

Le concept de soi des fonctionnaires anglophones ne semble pas différer de celui de la population en général. Le tableau 6.2-2- de la page suivante présente les résultats obtenus par des fonctionnaires à l'échelle du concept de soi (nombre de répondants, moyennes et écarts-types) de même que la moyenne de la population en général et l'étendue des scores possibles aux différentes sous-échelles⁹¹.

Nous verrons plus loin quels sont les liens qu'entretiennent les diverses facettes de l'image de soi avec l'usage de la langue seconde au travail et le maintien des acquis linguistiques.

⁹⁰ A cause de difficultés techniques "incontrôlables", il n'a pas été possible d'inclure les données du 16 P.F. de Cattell dans nos analyses statistiques du groupe APRES.

⁹¹ Voir l'Appendice 3, section 3.3.1, pour les résultats détaillés.

TABLÉAU 6.2.1-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRÈS (93 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
<u>Legon de départ (classement)</u>			
1. Legon 1 (niveau I)	34	37.4	37.4
2. Legon 7 (niveau I)	19	20.9	58.2
3. Legon 17 (niveau I)	10	11.0	69.2
4. Début (niveau II)	14	15.4	84.6
5. Legon 60 - ens. péd. (niveau II)	8	8.8	93.4
6. Début (niveau III)	5	5.5	98.9
7. Aucune legon part.	1	1.1	100.0
8. Non réponse	2	-	-
Total			
	93		

<u>Méthode d'enseignement</u>			
1. F 3 Niveau (avancé)	12	13.0	13.0
2. F Dialogue Canada (niv. I)	9	9.8	22.8
3. F Dialogue Canada (niv. II)	12	13.0	35.9
4. F Français courant (niv. I)	1	1.1	37.0
5. F Français courant (niveau II)	0	0.0	37.0
6. F Ensemble péd. (niv. II)	49	53.3	90.2
7. F Dialogue Can. programme (niveau I)	0	0.0	90.2
8. F Traditionnel (niv. I)	1	1.1	91.3
9. F Traditionnel (niv. II)	8	8.7	100.0
10. F V.I.F. par blocs (niv. II)	0	9.9	100.0
11. Non réponse	1	-	-
Total			
	93		

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRES (93 anglophones)

TABLÉAU 6.2.1-1- (suite)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
10 Principaux ministères ou départements employeurs de ces gens			
1. Santé nationale et Bien-être social	9	10.0	10.0
2. Aff. ind. et du Nord can.	7	8.0	18.0
3. Énergie, mines et ressources	7	8.0	26.0
4. Travaux publics	6	7.0	33.0
5. Agriculture	5	5.0	38.0
6. Statistiques Canada	5	5.0	43.0
7. Environnement	4	4.0	47.0
8. Affaires extérieures	4	4.0	51.0
9. Main-d'oeuvre et Immigration	4	4.0	55.0
10. Revenu national (impôt)	4	4.0	59.0
11. Autres	37	41.0	100.0
12. Non réponse	1	-	-
Total	93		

TABLÉAU 6.2.1-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRÈS (93 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
Mois d'entrée dans le PFL			
1. Janvier 1974	1	1.1	1.1
2. Février 1974	1	1.1	2.2
3. Mars 1974	2	2.2	4.4
4. Avril 1974	5	5.5	9.9
5. Mai 1974	9	9.9	19.8
6. Juin 1974	4	4.4	24.2
7. Juillet 1974	8	8.8	33.0
8. Août 1974	19	20.9	53.8
9. Septembre 1974	6	6.6	60.4
10. Octobre 1974	10	11.0	71.4
11. Novembre 1974	17	18.7	90.1
12. Décembre 1974	6	6.6	96.7
13. Janvier 1975	2	2.2	98.9
14. Février 1975	1	1.1	100.0
15. Non réponse	2	-	-
Total	93		

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRES (93 anglophones)

TABLÉAU 6.2.1-1- (suite)

Caractéristiques	Fréquence	% de l'échantillon	cumulé %
<u>Statut professionnel AVANT les PFL</u>			
1. Désigné	34	37.0	37.0
2. Nomination conditionnelle (interne à la Fonction publique)	56	60.9	97.8
3. Nomination conditionnelle (externe à la Fonction publique)	2	2.2	100.0
4. non réponse	1	-	-
Total			
	93		
<u>Première fois dans un PFL</u>			
1. Avant sept. 73	36	38.7	38.7
2. Après sept. 73	57	61.3	100.0
3. Non réponse	0	-	-
Total			
	93		
<u>Niveau de compétence linguistique</u>			
1. Très fort	14	17.1	17.1
2. Fort	32	39.0	56.1
3. Moyen	26	31.7	87.8
4. Faible	10	12.2	100.0
5. Non réponse	11	-	-
Total			
	93		

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRES (93 anglophones)

TABLÉAU 6.2.1-1- (suite)

Caractéristiques	Fréquence	% de l'échantillon	cumulé %
<u>Catégorie professionnelle</u>			
1. Haute direction	0	0.0	0.0
2. Scientifiques et spécialistes	22	24.7	24.7
3. Cadres adm. et agents du service extérieur	29	32.6	57.3
4. Techniciens	3	3.4	60.7
5. Soutien administratif	33	37.1	97.8
6. Exploitation	2	2.2	100.0
7. Non réponse	4	-	-
Total	93		
<u>Catégorie de salaire</u>			
1. \$ 4,000. - 6,999.	3	3.0	4.0
2. 7,000. - 9,999.	26	32.0	36.0
3. 10,000. - 12,999.	9	10.0	47.0
4. 13,000. - 15,999.	9	9.0	58.0
5. 16,000. - 18,999.	6	6.0	65.0
6. 19,000. - 21,999.	5	5.0	71.0
7. 22,000. - 24,999.	15	17.0	89.0
8. 25,000. - 27,999.	7	8.0	98.0
9. 28,000. et +	2	2.0	100.0
10. non réponse	10	-	-
Total	93		

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
APRES (93 anglophones)

TABEAU 6.2.1-1-

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
<u>Age (année de naissance)</u>			
1. 1901 - 1919	2	2.2	2.2
2. 1920 - 1929	16	17.4	19.6
3. 1930 - 1939	20	21.7	41.3
4. 1940 - 1949	40	43.5	84.8
5. 1950 - 1970	14	15.2	100.0
6. non réponse	1	-	-
Total	93		
<u>Sexe</u>			
1. Hommes	57	64.0	64.0
2. Femmes	32	36.0	100.0
3. Non réponse	4	-	-
Total	93		
<u>Niveau d'éducation</u>			
1. Elémentaire	0	0.0	0.0
2. Secondaire	8	11.1	11.1
3. Post-secondaire	15	20.8	31.9
4. Universitaire	49	68.1	100.0
5. Non réponse	21	-	-
Total	93		

- ont été classées au départ

- pour 37.4% d'entre eux à la Leçon 1 (Niveau I)
- pour 20.9% d'entre eux à la Leçon 7 (Niveau I)
- pour 11.0% d'entre eux à la Leçon 17 (Niveau I)
- pour 15% d'entre eux à la Leçon 60 (Niveau II)

- ont suivi comme principale méthode d'enseignement lors de leur PFL

- Les "Ensembles pédagogiques" (niveau II) : 53.3%
- "Dialogue Canada" (niveau I : 9%, niveau II : 12%) : 21.0%
- méthode du niveau III (avancé) : 13.0%

- ont été pour 38.7% d'entre eux dans un PFL pour la première fois avant septembre 1973 et, pour 61.3%, dans un PFL après septembre 1973

- ont été classées, quant à leur niveau de compétence linguistique,

- 17.1% au niveau "très fort"
- 39.0% au niveau "fort"
- 31.7% au niveau "moyen"
- 12.2% au niveau "faible"

- sont entrés dans leur dernier PFL

- pour 24.2% d'entre eux entre janvier et juin 1974
- pour 72.6% d'entre eux entre juillet et décembre 1974
- pour 3.3% d'entre eux en janvier et février 1975

- 89
proviennent principalement des ministères ou départements gouvernementaux suivants:

- Santé nationale (10%)
- Affaires indiennes (8%)
- Énergie, mines (8%)
- Travaux publics (7%)
- Agriculture (5%)
- Statistiques Canada (5%)
- Environnement (4%)
- Affaires extérieures (4%)
- Main-d'œuvre (4%)
- Revenu national (4%)
- autres ministères (41%)

des informateurs suivants: 1. le groupe d'âge de ces fonctionnaires, 2. leur sexe, 3. leur niveau d'éducation, 4. leur catégorie professionnelle, 5. leur statut professionnel AVANT les PFL, 6. la date de leur première fois dans un PFL, 7. leur niveau de compétence linguistique, 8. leur mois d'entrée dans leur dernier PFL, 9. les principaux ministères qui les emploient actuellement, leur légion de départ dans leur dernier PFL et la principale méthode d'enseignement qui y était employée. La répartition des 93 fonctionnaires anglophones de l'échantillon APRES sur chacune de ces variables apparaît aux tableaux 6.2.1-1- des pages suivantes.

En résumé, on peut constater, à la lecture de ces tableaux que ces personnes

- se classent pour la plupart (68.7%) dans les groupes d'âge "26-35 ans" (43.5%) et "25 et moins" (15.2%)
- se répartissent en 57 hommes et 32 femmes
- ont pour la majorité (68.1%) font des études universitaires
- se retrouvent
- à 24.7% parmi les "scientifiques et spécialistes"
- à 32.6% parmi les "cadres administratifs et agents du service extérieur"
- à 37.1% parmi le personnel de "soutien administratif"
- ont, pour 32% d'entre eux, un salaire entre \$7-9999, pour 30% d'entre eux, entre \$10-21999, pour 25% d'entre eux, entre \$22-27999
- sont à 37.0% des fonctionnaires "désignés" et à 60.9% des fonctionnaires "nommés conditionnellement"

6.2 QUI SONT LES FONCTIONNAIRES ANGLOPHONES DU GROUPE APRES?

Nous venons de décrire l'utilisation de la langue seconde au travail par les fonctionnaires anglophones. Voyons maintenant qui sont ces fonctionnaires du groupe APRES. Nous allons en faire la description sous l'angle de leurs caractéristiques socio-biographiques (âge, sexe, groupe professionnel, etc.) et de leurs traits psychologiques individuels (aptitudes linguistiques, concept de soi, valeurs).

Cette description, présentée sous forme de tableaux, sera forcément très sommaire, l'objectif de notre étude n'étant pas, rappelons-le, de faire une étude approfondie en soi de la personnalité du fonctionnaire canadien. Les variables de personnalité ont été introduites dans notre schéma expérimental pour nous permettre ultimement de mieux comprendre les déterminants de l'utilisation de la langue seconde et du maintien des acquis linguistiques. Nous nous référerons ultérieurement à leur description au moment de l'analyse des liens de ces variables avec l'utilisation de la langue seconde et le maintien des acquis linguistiques.

Les résultats que nous présentons ont été établis à l'aide des statistiques descriptives habituelles: fréquences ou moyennes selon le cas, indices de dispersion (écart-type), etc.⁸⁸. Lorsque c'est nécessaire, nous avons indiqué aussi un "score de référence", score à partir duquel peut se faire l'interprétation des résultats à une variable.

6.2.1 Quelles sont les CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES des

fonctionnaires anglophones APRES?

Pour décrire les principales CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES de l'échantillon de fonctionnaires anglophones APRES, nous sommes partis

⁸⁸ Le lecteur est référé au "Manuel SPSS" (1975) pour la description des techniques statistiques et des programmes informatiques utilisés pour le calcul de ces résultats.

RESUME DE LA SECTION 6.1

Le résultat le plus clair que nous obtenons dans l'étude de l'utilisation de la langue seconde par les fonctionnaires anglophones est que les diverses habiletés linguistiques de ces derniers ne sont jamais mises à contribution dans une proportion de plus de 20% de l'ensemble de leurs communications. Ce pourcentage n'est pas dépassé selon qu'on envisage l'un ou l'autre interlocuteur (supérieur, subalternes, collègues, fonctionnaires d'autres ministères, public) du fonctionnaire.

Les résultats que nous avons obtenus indiquent également que la formation linguistique a diminué la difficulté que le fonctionnaire anglophone ressent dans l'usage du français, même s'il ne semble pas qu'il utilise beaucoup plus fréquemment le français après sa formation qu'il ne le faisait avant celle-ci.

L'usage du français représente une expérience souvent entachée de sentiments désagréables causés par le manque de maîtrise de la langue.

Il semble qu'il soit sensiblement plus pénible pour les fonctionnaires anglophones de faire affaire avec le public que ce ne l'est lorsqu'ils transigent en français avec leurs collègues de travail. 54,8% et 70% des réponses reflètent des sentiments négatifs dans les relations avec le public et 29,8% des réponses reflètent de pareils sentiments dans les relations avec le groupe de travail. Cette différence de sentiments est quand même atténuée par le pourcentage des réponses exprimant des sentiments ambivalents dans le cas des relations avec le groupe de travail (35,7%). Par ailleurs, les échanges par téléphone sont vécus comme les plus difficiles par les fonctionnaires (7% des réponses reflètent des sentiments négatifs). Les fonctionnaires estiment que les gestes et les expressions faciales ne peuvent alors suppléer à leurs déficiences dans le maniement de la langue.

Au total, l'usage du français ne représente une expérience positive que dans environ 35% des cas. Les fonctionnaires attribuent généralement cet état de fait à leur manque de maîtrise du français et, en second lieu, aux exigences de la tâche qui viennent parfois en conflit avec une utilisation lente et inadéquate du français. De ce point de vue là, les témoignages recueillis en entrevue laissent croire que, lorsqu'on explore spécifiquement l'expérience vécue du fonctionnaire, celui-ci perçoit plus clairement la difficulté qu'il éprouve dans l'usage des diverses habiletés linguistiques que cela n'apparaît dans ses réponses à l'échelle B3U.

Sentiments rattachés à l'usage du français

TABEAU 6.1-6-

Interlocuteur	Nombre de réponses	Sentiments positifs	Sentiments négatifs	Sentiments ambivalents	Total
		%	%	%	%

- avec le groupe de travail	235	34.4	29.8	35.7	100
- avec le public					
- en personne ou par écrit	31	45.2	54.8		100
- au téléphone	30	30.0	70.0		100

Les témoignages que nous avons recueillis indiquent donc que les fonctionnaires sont très peu exposés à la langue française au travail (avec leur groupe de travail et avec le public) et même qu'ils le sont moins souvent qu'en dehors du milieu de travail. Dans 76% des réponses obtenues, en effet, les occasions d'utilisation du français se révèlent rares ou inexistantes. En dehors du milieu de travail, les occasions se présentent très fréquemment ou très fréquemment selon 31.8% des réponses obtenues alors que, par comparaison, pareille fréquence ne se retrouve que dans 20.6% des réponses et dans 7.5% des réponses lorsqu'on considère les relations avec le groupe de travail et avec le public.

c) Les sentiments rattachés à l'utilisation du français

Comment se sentent les fonctionnaires anglophones lorsqu'ils sont impliqués dans une situation requérant l'usage du français? Vivent-ils ça sans problème? Se sentent-ils anxieux, submergés? Réussissent-ils à se débrouiller malgré des difficultés?

Le tableau 6.1-6- rend compte des sentiments qui sont rattachés à l'utilisation du français par les fonctionnaires anglophones, et ce avec le groupe de travail et avec le public. La catégorie des réponses "sentiments négatifs" regroupe des sentiments comme "Je me sens anxieux, je perds mes moyens, je bloque." La catégorie de réponse "sentiments positifs" regroupe des sentiments comme "J'aime ça, ça me permet d'apprendre, c'est sans problème." La catégorie de réponse "sentiments ambivalents" regroupe des sentiments comme "C'est plus ou moins facile, j'arrive à me débrouiller."

Le pourcentage apparaissant sous chacune des catégories de réponses représente la proportion de réponses recueillies en entrevue qui permettaient de juger des sentiments vécus par les fonctionnaires anglophones dans les situations qui exigent d'eux l'usage de leurs habiletés linguistiques.

TABLÉAU 6.1-5-

Fréquence de contact avec la langue seconde

Interlocuteur	Nombre de réponses	%	%	%	%
	Très fréquem.	Occasionnel.	Très rare.	Jamais	Total

- avec le groupe de travail	184	20.6	48.9	30.4	100
- avec le public	40	7.5	37.5	55.0	100
- en dehors du milieu de travail	132	31.8	40.2	28.0	100
	356	23.3	44.4	32.3	100

Le tableau 6.1-5- de la page suivante présente la fréquence relative de contact avec le français, et ce avec le groupe de travail, avec le public et en dehors du milieu de travail. Le pourcentage apparaissant sous chacune des catégories de fréquence de contact (très fréquemment, fréquemment - occasionnellement, rarement - très rarement, jamais) représente la proportion des réponses recueillies en entrevue qui permettraient de juger de l'exposition à la langue seconde chez le fonctionnaire anglophone.

A cause des exigences de la tâche,

- Le groupe I (65,8% des fonctionnaires de l'échantillon) échange surtout avec des fonctionnaires du même milieu de travail,

- Le groupe II (21,1%) échange surtout avec des fonctionnaires d'autres divisions, agences ou ministères,

- Le groupe III (13,1%) échange surtout avec le public.

L'utilisation du français se présente de la façon suivante pour chacun de ces trois groupes :

- Le groupe I utilise très peu de français (10%) dans les tâches qui occupent la plus grande partie de son temps,
- Le groupe II utilise très peu le français (13%) dans le travail qui occupe 62% de son temps,

- Le groupe III utilise un peu plus le français (23%) dans les tâches qui occupent 63% de son temps.

Il apparaît donc que les fonctionnaires anglophones de retour des PFL utilisent peu le français dans ce qui constitue la partie importante de leur emploi du temps. C'est avec le public par ailleurs que l'usage du français serait le plus considérable.

b) Les occasions d'utilisation

Les fonctionnaires sont-ils exposés à la langue seconde au travail? Ont-ils l'occasion de pratiquer et de maintenir leur acquis linguistique?

Proportion des communications en français avec les différents inter-locuteurs

TABLÉAU 6.1-4-

Interlocuteurs	Groupes					
	I	II	III			
	%	Rangs	%	Rangs	%	Rangs
- milieu de travail	10	2	7	2	2.6	3
- autres fonctionnaires	45	1	13	1	3	2
- public	3	3	2.5	3	23	1

Une autre question de l'entrevue (question 11) a permis d'établir la proportion des communications de ces mêmes trois groupes qui se font en français (tableau 6.1-4-).

Proportion de l'ensemble des communications avec les différents inter-locuteurs

TABLÉAU 6.1-3-

Interlocuteurs	Groupes					
	I		II		III	
	%	Rangs	%	Rangs	%	Rangs
- milieu de travail	76	1	22	2	28	2
- autres fonctionnaires	17	2	62	1	9	3
- public	7	3	13	3	63	1

en fonction de la proportion de l'ensemble de leurs communications avec
trois groupes d'interlocuteurs : leur propre milieu de travail, les
fonctionnaires d'autres divisions ou ministères, et le public. Voir
tableau 6.1-3- de la page suivante.

des habiletés linguistiques. Il faut peut-être faire l'hypothèse que la difficulté ou le malaise ressenti dans l'usage de la langue seconde n'entame pas nécessairement l'efficacité de la tâche accomplie.

6.1.2 Quelle expérience représente l'utilisation de la langue

seconde pour le fonctionnaire anglophone?

Les entrevues individuelles avaient pour but de fournir des données qualitatives accompagnées de commentaires permettant d'éclairer les conditions de l'environnement qui facilitent ou non l'utilisation de la langue seconde⁸⁷. Quarante fonctionnaires anglophones ont participé volontairement à cette entrevue. Ces fonctionnaires faisaient partie du grand échantillon de l'étude APRÉS et l'entrevue s'est déroulée à la même période que la passation des questionnaires. En résumé, les questions portaient sur:

- l'évaluation du programme de formation linguistique et de ses effets sur le milieu de travail,

- l'état d'esprit du fonctionnaire, les sentiments rattachés à l'usage de la langue seconde,

- les conditions de l'environnement organisationnel qui facilitent ou non l'utilisation de la langue seconde.

Dans cette section, nous rendrons compte des résultats portant directement sur l'utilisation de la langue seconde et sur les sentiments qui s'y rattachent. Les autres résultats apparaîtront dans la section 6.4, laquelle est consacrée au milieu organisationnel.

a) L'utilisation

Une question de l'entrevue (question 10) nous a permis de classer les fonctionnaires en trois groupes distincts (I, II, III),

87 Voir l'Appendice 1, section 3, pour le schéma d'entrevue.

Ces résultats semblent donc révéler une plus grande aisance dans la langue seconde après les PFL. Pour chacune des habiletés, on peut observer un progrès d'une unité de mesure ou plus à l'échelle de réponse. Les changements pourraient être qualifiés de la façon suivante:

- | | | | |
|---|-----------------------|---------------------------------------|--------------------------------------|
| - | habileté à écrire | • Avant: avec grande difficulté | • Après: avec difficulté |
| - | habileté à parler | • Avant: avec grande difficulté | • Après: plus ou moins difficilement |
| - | habileté à lire | • Avant: avec assez grande difficulté | • Après: plus ou moins facilement |
| - | habileté à comprendre | • Avant: avec grande difficulté | • Après: plus ou moins facilement. |

L'aisance moyenne actuelle (composante 8: $M = 3.67$) n'est

quand même pas très grande au total. Les fonctionnaires ne se sentent pas pouvoir ou s'exprimer oralement ou comprendre le français parlé ou lire ou écrire en français "avec facilité".

Enfin, lorsqu'on demande aux fonctionnaires d'évaluer l'efficacité relative de l'exécution de leurs tâches dans leur deuxième langue officielle et dans leur première langue officielle, ils déclarent remplir presque aussi efficacement leurs fonctions dans leur deuxième langue officielle que dans leur première langue officielle (composante 10: $M = 3.36$). Ce résultat est susceptible de nous étonner quand on considère la difficulté relative qu'ils éprouvent au niveau de chacune

86 Echelle de réponse pour la composante 10

- | | |
|----|-----------------------------|
| 0: | impossible de répondre |
| 1: | beaucoup plus efficacement |
| 2: | un peu plus efficacement |
| 3: | aussi efficacement |
| 4: | un peu moins efficacement |
| 5: | beaucoup moins efficacement |

Facilité comparée APRES-AVANT le PFL dans chacune des habiletés linguistiques dans la langue seconde, et échelle de réponse

	Habileté	M	Ecart-type	N
PAS DU TOUT	AVEC GRANDE DIFFICULTE	6	7	8
IP				

		Écriture		Parler		Lire		Comprendre	
		avant	après	avant	après	avant	après	avant	après
90	0.97	2.95	0.97	1.98	0.95	2.10	1.12	4.03	1.08
90	0.95	1.98	0.95	3.72	0.99	2.53	1.19	4.15	0.99
90	0.97	2.95	0.97	2.10	1.12	4.03	1.08	2.17	1.14
90	0.95	1.98	0.95	3.72	0.99	2.53	1.19	4.15	0.99
90	0.97	2.95	0.97	2.10	1.12	4.03	1.08	2.17	1.14

raison des résultats avant et après les PFL ne peut donc être donné que comme une indication sur la modification du taux d'usage de la langue seconde dans les communications avec l'ensemble des interlocuteurs

possibles.

D'autre part, il s'avère que la facilité ressentie dans l'usage de la langue seconde est plus grande après qu'avant le PFL. Le tableau 6.1-2- présente l'évaluation que les fonctionnaires font de leur facilité actuelle et antérieure au PFL dans l'usage de chacune des habiletés linguistiques. Ces résultats sont ceux qui ont été obtenus aux énoncés 112-113, 115-116, 118-119 et 121-122 de l'échelle B3U. Ces énoncés étaient présentés dans la forme suivante: "actuellement (ou: avant d'entreprendre ma formation linguistique), je peux (ou: je pouvais) écrire (ou: lire, parler, comprendre) dans la langue seconde..."

L'échelle de réponse est également reproduite au tableau 6.1-2-.

dans moins de 20% des cas, 8% le font dans de 21% à 40% des cas, 2% le font dans de 41% à 60% des cas, et 1% le font dans de 61% à 80% des cas. Leur choix spontané du français s'établit en moyenne à moins de 20% des cas (M = 1.95).

Dans l'ensemble de leurs communications (écrites ou orales) avec les fonctionnaires d'autres divisions ou ministères, 32% des fonctionnaires ne choisissent jamais d'utiliser le français, 58% choisissent le français dans moins de 20% des cas, 8% le font dans de 21% à 40% des cas, 1% le font dans de 41% à 60% des cas et, enfin 1% le font dans plus de 80% des cas. Leur choix spontané du français se situe en moyenne à moins de 20% des cas (M = 1.82).

Avec le public, 31% des fonctionnaires disent ne jamais choisir de faire usage du français quand l'une ou l'autre langue officielle pourrait être utilisée, 54% disent choisir d'utiliser le français dans moins de 20% de ces situations où l'usage du français ou de l'anglais serait équivalent, 10% choisissent le français dans moins de 21% à 40% des fois, 1% le choisissent dans de 41% à 60% des fois, 2% le choisissent dans de 61% à 80% des cas et 2% également le choisissent dans plus de 80% des occasions qui lui sont offertes. En moyenne, les fonctionnaires anglophones font donc un choix spontané du français dans leurs communications avec le public dans près de 20% des fois où l'occasion d'utiliser indifféremment une langue officielle ou l'autre se présente à eux (M = 1.97).

h) L'usage du français avant les PFL et l'aisance actuelle dans la langue seconde

Quand on compare le score moyen d'usage de la langue seconde avec le groupe de travail avant le PFL (M = 1.48) au score moyen observé pour chacune des composantes de l'usage actuel (M varie de 1.36 à 2.13), n'utilisent pas beaucoup plus la langue seconde maintenant qu'ils ne le faisaient auparavant. Cependant, ce résultat doit être reçu avec réserve. En effet, l'usage du français avant les PFL n'a été exploré que dans le cas des communications avec le groupe de travail. La compa-

probable). Nos résultats nous permettent seulement de conclure que la plus grande proportion de l'usage du français parlé qui est fait par les fonctionnaires se retrouve dans leurs communications orales avec leur groupe de travail.

f) L'usage de toutes les habiletés linguistiques dans la langue seconde avec le supérieur immédiat

La langue seconde n'est pas utilisée dans une proportion très considérable par les fonctionnaires anglophones avec leur supérieur immédiat ($M = 1.36$).

Pour ce qui est de l'habileté à écrire ($M = 1.22$), 78% des fonctionnaires disent ne jamais utiliser le français dans leurs communications écrites avec leur supérieur immédiat et 22% disent ne l'utiliser que dans moins de 20% de ce qu'ils écrivent.

Quant à l'habileté à lire en français ($M = 1.40$), 70% des fonctionnaires ne reçoivent jamais d'écrits rédigés en français de la part de leur supérieur, 21% utilisent l'habileté à lire dans une proportion allant de 1% à 20% de ce qu'ils ont à lire, 8% l'utilisent dans une proportion allant de 41% à 60%.

g) L'usage spontané de la langue seconde

Quand on demande aux fonctionnaires anglophones qui ont complété leur formation linguistique (groupe APRES), quelle est la proportion des fois où ils choisissent d'utiliser le français dans les situations où ils pourraient utiliser une langue officielle ou l'autre, ils répondent qu'ils le font en moyenne dans moins de 20% des cas (composante 7: $M = 1.91$).

Dans l'ensemble de leurs communications (écrites ou orales) avec leur groupe de travail, 20% des fonctionnaires ne choisissent jamais d'utiliser le français, 69% choisissent d'utiliser le français

e) L'usage des habiletés de communications orale dans la langue
seconde avec le groupe de travail

C'est dans leurs communications orales avec leur groupe de travail que les fonctionnaires anglophones utilisent le plus, proportionnellement, leurs connaissances du français ($M = 2.13$).

Ils s'expriment eux-mêmes en français dans moins de 20% de leur temps d'expression orale; 19% d'entre eux ne s'expriment jamais en français, un autre 69% d'entre eux s'expriment en français dans une proportion allant de 1% à 20% de leur temps total de conversation, un autre 9% d'entre eux s'expriment en français dans une proportion variant entre 21% et 40% de leur temps total d'expression orale et enfin un autre 3% d'entre eux utilisent le français dans une proportion allant de 41% à 60% de leur temps total d'expression orale.

Quant à l'habileté de compréhension du français parlé, compte tenu qu'ils peuvent à l'occasion inciter leurs collègues à s'exprimer en français avec eux, les fonctionnaires anglophones en font usage dans une proportion variant entre 21% et 40% de leur temps d'écoute. De façon plus détaillée, les résultats indiquent que 8% des fonctionnaires ne font jamais usage de leur habileté de compréhension du français parlé; cependant, 66% d'entre eux utilisent cette habileté dans une proportion variant entre 1% et 20% de leur temps d'écoute, 18% le font dans une proportion variant entre 21% et 40%, 8% le font dans une proportion variant entre 41% et 60%, et 1% le font dans une proportion de plus de 80%.

Rappelons que l'usage des habiletés linguistiques tel que nous l'avons mesuré consiste en l'usage proportionnel et non pas absolu des dites habiletés. Il ne faudrait donc pas conclure à partir de nos résultats que c'est avec leur groupe de travail que les fonctionnaires anglophones utilisent le plus le français parlé (bien que cela soit fort

Parler

Seulement 20% des fonctionnaires ne s'expriment jamais en français avec leurs subalternes, tandis que 62% d'entre eux utilisent le français pour de 1% à 20% du temps de leurs conversations avec eux.

Écouter

D'autre part, 28% des fonctionnaires disent que leurs subalternes ne s'expriment jamais en français avec eux tandis qu'un autre 50% des fonctionnaires se voient se faire adresser la parole en français par leurs subalternes dans une proportion allant de 1% à 20% du temps où ces subalternes leur adressent la parole.

d) L'usage des habiletés de communication orale dans la langue
seconde avec les fonctionnaires et le public

Les habiletés de communication orale (parler, écouter) sont peu utilisées avec les fonctionnaires de d'autres divisions ou ministères et avec le public ($M = 1.85$).

Avec les fonctionnaires d'autres divisions ou ministères, les fonctionnaires anglophones du groupe APRES s'expriment en français dans moins de 20% du temps où ils ont à s'exprimer ($M = 1.83$), et on s'adresse à eux en français pour une proportion de temps équivalente bien que légèrement supérieure ($M = 2.00$).

Avec le public, les habiletés d'expression et de compréhension orale sont mises en oeuvre dans une proportion de moins de 20% du temps d'échange (parler: $M = 1.80$, écouter: $M = 1.97$).

pour de 1% à 20% de ce qu'ils ont à lire, 13% l'utilisent pour de 21% à 40% de ce qu'ils ont à lire, 3% l'utilisent pour de 41% à 60% de ce qu'ils ont à lire, personne ne l'utilise pour plus de 60% de ce qu'ils ont à lire.

La description très détaillée que nous venons de faire représente bien les résultats que nous avons obtenus pour chacune des autres composantes de l'utilisation de la langue seconde. Dans la suite de la présentation des résultats, pour éviter d'être fastidieux, nous allons nous en tenir à une description moins détaillée, nous contentant de n'introduire une donnée de détail que lorsque celle-ci mettrait en lumière un trait particulier de l'utilisation de la langue seconde.

b) L'usage de l'habileté à écrire dans la langue seconde

Les fonctionnaires anglophones n'utilisent presque pas leur habileté à écrire dans la langue seconde au travail ($M = 1.40$); la proportion de ce qu'ils écrivent (nombre de pages ou de lignes) en français par rapport à tout ce qu'ils écrivent dans les deux langues est de moins de 20%. Ce résultat demeure constant dans toutes leurs communications écrites, que ce soit avec leur supérieur immédiat ($M = 1.22$), leurs subalternes ($M = 1.39$), leur groupe de travail ($M = 1.41$), les fonctionnaires d'autres divisions ou ministères ($M = 1.41$) ou avec le public ($M = 1.37$).

c) L'usage des habiletés de communication orale dans la langue

seconde avec les subalternes

Avec leurs subalternes, les fonctionnaires anglophones utilisent le français pour leurs communications orales dans une proportion d'environ 20% de leur temps global d'échanges verbaux avec eux ($M = 2.00$), ce qui est légèrement plus que l'usage proportionnel qu'ils font de l'écrit avec eux comme on vient de le voir.

a) L'usage de l'habileté à lire dans la langue seconde

Les fonctionnaires anglophones n'utilisent presque pas leur habileté à lire dans la langue seconde au travail ($M = 1.68$); plus exactement, la proportion de ce qu'ils lisent (nombre de pages ou de lignes) dans la langue seconde par rapport à tout ce qu'ils lisent dans les deux langues est de moins de 20%. Cette proportion n'est jamais tellement plus forte suivant qu'il s'agisse d'un interlocuteur ou d'un autre:

- avec le supérieur immédiat, elle tend vers 0% ($M = 1.40$), 70% des fonctionnaires n'utilisant pas du tout leur habileté à lire dans la langue seconde et un autre 20%⁸⁵ l'utilisant pour de 1% à 20% de ce qu'ils lisent;

- avec les subalternes, la proportion de ce qu'ils doivent lire dans la langue seconde ($M = 1.62$) est de moins de 20%; elle est de 0% pour environ 52% des fonctionnaires et de 1% à 20% pour près d'un autre 40% d'entre eux;

- avec l'ensemble de leurs collègues de travail, la proportion de ce qu'ils doivent lire en français ($M = 1.73$) est de moins de 20% également; pour près de 35% des fonctionnaires, cette proportion est de 0% et, pour un autre 60%, elle va de 1% à 20%;

- avec les fonctionnaires d'autres divisions ou ministères, l'habileté à lire ($M = 1.83$) est utilisée pour près de 20% de ce qu'ils ont à lire; 30% des fonctionnaires n'utilisent pas du tout cette habileté et un autre 60% ne l'utilisent que pour 1% à 20% de ce qu'ils ont à lire;

- avec le public en général, l'utilisation de l'habileté à lire est la plus considérable ($M = 1.91$); 26% des fonctionnaires ne l'utilisent pas du tout mais 58% l'utilisent

TABLÉAU 6.1-1-

L'utilisation de la langue seconde au travail

L'utilisation de la langue seconde au travail			Composantes de l'utilisation	
			N	M
1.	Usage de l'habileté à lire dans la langue seconde (avec toutes les sortes d'interlocuteurs)	90	1.68	0.54
2.	Usage de l'habileté à écrire dans la langue seconde (avec toutes les sortes d'interlocuteurs)	88	1.40	0.46
3.	Usage des habiletés de communication orale dans la langue seconde, avec les subalternes	77	2.00	0.75
4.	Usage des habiletés de communication orale dans la langue seconde, avec les fonctionnaires et le public	90	1.85	0.49
5.	Usage des habiletés de communication orale dans la langue seconde, avec le groupe de travail	90	2.13	0.62
6.	Usage de toutes les habiletés linguistiques dans la langue seconde avec le supérieur immédiat	90	1.36	0.44
7.	Usage spontané de la langue seconde	90	1.91	0.65
8.	Facilité actuelle dans l'usage de la langue seconde	90	3.67	0.79
9.	Usage de la langue seconde avant les PFL, avec le groupe de travail	87	1.48	0.45
10.	Efficacité relative à l'exécution des tâches dans la seconde et dans la première langue officielle	93	3.36	2.13

L'échelle B-3-U est constituée, rappelons-le, de 44 énoncés

portant principalement sur l'utilisation de la langue seconde et,

secondairement, sur l'aisance et sur l'habileté relative dans l'usage de

la langue seconde au travail. L'analyse factorielle a permis de dégager

6 facteurs d'utilisation; ce sont les 6 premières "composantes de l'utili-

sation" qui apparaissent au tableau 6.1-1- de la page suivante. De

plus, nous avons constitué 4 facteurs a priori d'utilisation; ce sont

les 4 dernières "composantes de l'utilisation" du même tableau.

6.1.1 Les résultats à l'échelle B-3-U

Le tableau 6.1-1- de la page suivante, présente le nombre de

répondants, les moyennes et les écarts-types des réponses des fonctionnaires

84

pour les différents aspects de l'utilisation de la langue seconde

Les données analysées ici proviennent de l'échelle B-3-U (voir

le chapitre 3, section 3.3 pour une description détaillée). Cette

échelle fut conçue dans le but principal d'établir l'usage relatif de la langue seconde au travail, en prenant comme point de comparaison l'usage global (dans la langue seconde et dans la langue première) des habiletés linguistiques du fonctionnaire. Elle tente d'établir l'usage spécifique des habiletés d'émission (écrire, parler) et des habiletés de réception (lire, écouter), et ce, avec les principaux interlocuteurs des fonctionnaires: subalternes, supérieurs, collègues de travail, fonctionnaires d'autres divisions ou ministères, public. Elle met de côté des mesures d'utilisation absolue (nombre de fois par jour ou par semaine) ou d'utilisation relative qualitative (rarement, occasionnellement, souvent, etc.).

L'échelle B-3-U a plutôt visé à présenter des énoncés où la nature de l'habileté à mesurer inspirait l'objet précis de la mesure:

- habileté à lire et à écrire: quantité (nombre de pages ou de lignes);
- habileté à parler et à écouter: temps de conversation.

Puisque chaque énoncé visait à mesurer l'usage relatif de l'habileté, et ce avec un interlocuteur donné, l'échelle de réponse exprimait des pourcentages gradués: (1) 0%, (2) 1% à 20%, (3) 21% à 40%, (4) 41% à 60%, (5) 61% à 80%, (6) 81% à 100%, et l'énoncé avait la forme qu'on trouve dans l'exemple suivant:

"Dans mes communications écrites avec mon supérieur immédiat, la proportion (quantité: nombre de pages ou de lignes) de ce que j'écris dans la langue seconde est de ...".

CHAPITRE VI

CONDITIONS PSYCHO-SOCIALES DE L'UTILISATION DE LA LANGUE SECONDE AU TRAVAIL

INTRODUCTION

Le chapitre 6 est consacré à la présentation des résultats du groupe APRES les PFL. Les fonctionnaires anglophones, de retour dans leur milieu de travail à la fonction publique de 6 à 9 mois après leur PFL, font-ils usage de leur "nouvelle" langue seconde? Si oui, à quel degré et dans quelles circonstances? Si non, pourquoi? Où en sont leurs connaissances linguistiques acquises au PFL? Se sont-elles maintenues, ont-elles progressé? Etc.

C'est à ce genre de questions que nous apportons quelques éléments de réponse.

Nous analysons, dans une première section, les réponses au questionnaire d'utilisation de la langue seconde B3U et les commentaires recueillis en entrevue individuelle à ce sujet, dans une deuxième section, nous décrivons brièvement les principales caractéristiques personnelles de ces personnes, dans une troisième section, nous examinons leurs attitudes et motivations face à la langue seconde, dans une quatrième section, nous essayons de voir dans quel genre de milieu organisationnel se trouvent ces fonctionnaires pour utiliser leur langue seconde, dans une cinquième section, nous passons en revue les principales caractéristiques psychologiques et psycho-sociales susceptibles d'influencer l'utilisation que font ces personnes de leur langue seconde.

Une sixième section porte sur l'analyse sommaire des liens entre divers facteurs psychologiques et psycho-sociaux, l'usage de la langue seconde et le maintien des acquis linguistiques APRES les PFL. La septième et dernière section enfin porte, comme dans les cas précédents (chapitres AVANT et PENDANT), sur les SUGGESTIONS émises par ces fonctionnaires en rapport avec les différentes facettes des PFL du Gouvernement canadien.

**Conditions psycho-sociales de l'utilisation
de la langue seconde au travail**

CHAPITRE VI

3. une plus grande compétence des professeurs, un plus haut degré d'homogénéité des groupes, un système administratif plus efficace, davantage d'accent sur la conversation et sur les activités para-scolaires en langue seconde, supportés par de meilleures conditions physiques et un système d'évaluation plus adéquat contribueraient à relever la qualité de l'apprentissage.

Les SUGGESTIONS ont été recueillies au moyen des questionnaires sur la situation pédagogique. Quatre échantillons de sujets ont répondu à ces questions. Il s'agit des étudiants anglophones, de leurs professeurs francophones, des étudiants francophones et de leurs professeurs anglophones. Ces questions avaient pour but de faire ressortir les modifications qui pourraient améliorer la participation et l'apprentissage de l'étudiant. L'analyse de contenu des réponses nous a permis de connaître les changements proposés touchant: la pédagogie, les professeurs, les étudiants, la composition des groupes et les facteurs liés à l'aspect organisationnel et socio-politique. Dans l'ensemble, on propose surtout au sujet de la pédagogie: qu'il y ait plus de flexibilité quant aux méthodes utilisées et qu'on accorde plus de temps à la conversation et plus de place à l'initiative de l'étudiant.

Au sujet des professeurs, les étudiants demandent plus de compétence et surtout que leurs attitudes soient plus supportantes; les professeurs réclament une meilleure formation qui soit en accord avec le type particulier d'enseignement qu'ils doivent donner. A propos des étudiants, la plupart des individus croient qu'ils devraient être mieux préparés psychologiquement avant d'entreprendre le programme; les professeurs demandent que le système de sélection soit plus adéquat. En ce qui regarde la composition des groupes d'étudiants, on demande qu'il y ait davantage d'homogénéité surtout quant aux aptitudes et au niveau de connaissance linguistique acquise et, en second lieu, quant à l'âge. Ce sont surtout les professeurs qui font des suggestions au sujet de l'aspect organisationnel: ils désirent une administration plus efficace au Bureau des langues et que leur soit accordé un statut professionnel. Les étudiants expriment davantage d'opinions à propos de la loi sur le bilinguisme et des exigences linguistiques des postes qu'ils voudraient plus réalistes. Moins de suggestions ont été recueillies sur l'amélioration du système d'évaluation, des conditions physiques de l'environnement pédagogique et du degré de disponibilité des conseillers pédagogiques.

L'analyse nous a permis de faire ressortir que:

1. une meilleure formation des professeurs, une plus grande flexibilité quant aux méthodes, une meilleure sélection des étudiants, le fait d'accorder un statut professionnel aux professeurs et un plus grand support des conseillers pédagogiques contribuerait à augmenter le niveau de motivation des professeurs;
2. une meilleure préparation psychologique des étudiants, des exigences linguistiques plus réalistes, un plus grand support des professeurs et une plus grande place accordée à l'initiative de l'étudiant amèneraient une plus grande motivation chez les étudiants;

manque d'homogénéité que les étudiants réclament également que leur groupe soit plus restreint et qu'ils aient la possibilité de recevoir de l'enseignement individuel. De leur côté, les professeurs demandent que le système administratif du Bureau des Langues soit plus efficace.

Pour améliorer le programme, les deux groupes s'entendent pour proposer qu'on fasse une plus grande place aux activités parascolaires qui permettraient à l'étudiant d'être davantage en contact avec l'anglais tel que parlé dans des situations réelles. Les étudiants insistent pour avoir plus d'entraînement en conversation. Un certain nombre croient que l'apprentissage serait plus efficace si l'école était située en milieu anglophone et surtout, s'ils étaient placés dans une situation qui les force à parler anglais toute la journée.

L'amélioration de facteurs concrets tels que: les locaux, les horaires, l'équipement (surtout la qualité des enregistrements) viendrait parfaire les conditions des lesquelles se fait l'apprentissage. Enfin, il faudrait être certain qu'on évalue vraiment les progrès de l'étudiant en améliorant la qualité des tests.

structure qui y est établie. On demande plus que de simples informations, c'est-à-dire: une préparation psychologique. Certains étudiants suivent le programme tout en remettant en question le réalisme de la loi sur le bilinguisme et en percevant que les critères d'évaluation des postes ne sont pas en accord avec la tâche concrète et les occasions de parler anglais. Pour que les étudiants investissent vraiment dans leur apprentissage, il faudrait: soit que les critères soient révisés, soit qu'on explique davantage, dans des entrevues individuelles, le bien-fondé de l'apprentissage à suivre. Toutes ces conditions amèneraient l'étudiant à commencer sur le bon pied.

Comme les individus interviewés sont déjà en processus d'apprentissage, leurs suggestions portent surtout sur ce qui pourrait augmenter leur motivation pendant le programme. Ce qu'ils ressentent avant tout, c'est le manque de support venant des professeurs. Ils ressentent leur manque d'intérêt pour les étudiants qui éprouvent des difficultés, leur inhabileté à adapter les moyens à leur disposition pour les aider; soit parce que le système est trop rigide, soit parce que les professeurs n'ont pas la formation nécessaire. Il semble également que le fait de demander une participation plus active aux étudiants les stimulerait à prendre en main une partie de leur apprentissage; dans ce sens, les étudiants proposent qu'ils aient la possibilité de s'exprimer davantage et de prendre des initiatives dans certaines activités. Pour certains étudiants, cette participation devrait aller jusqu'à la possibilité de discuter avec leur professeur du choix de la méthode ou des moyens techniques appropriés.

j) Mellieur apprentissage

Evidemment, une plus grande compétence des professeurs aurait une influence non seulement sur la motivation, mais aussi sur la qualité de l'apprentissage. La deuxième plus grande difficulté, telle que perçue à la fois par les professeurs et les étudiants, est le manque d'homogénéité des groupes. Le système de classification des futurs étudiants semble manquer de raffinement et rendre très difficile aux professeurs la tâche de s'adapter aux besoins individuels. C'est probablement à cause de ce

situations diversifiées et près de la réalité; d'où, leurs suggestions au sujet de la conversation et des activités para-scolaires. Il faudrait que l'étudiant soit davantage en contact avec la langue, soit en étant placé dans un milieu francophone pendant la durée du programme, soit en situant au moins l'école dans un tel milieu.

Si les méthodes d'évaluation mesuraient adéquatement le rendement de l'étudiant, celui-ci ainsi que son professeur connaîtraient plus précisément les progrès accomplis ou non et pourraient se réajuster en conséquence. Enfin, il semble qu'une meilleure qualité des enregistrements contribuerait à faciliter l'apprentissage.

5.4.4.2 Cours d'anglais

h) Motivation des professeurs

Les professeurs verraient leur motivation augmenter s'ils se sentaient plus compétents. Leur demande la plus importante est de recevoir une formation appropriée au type d'enseignement qu'ils doivent donner. Ils se sentent trop liés à la méthode prévue pour tel niveau d'apprentissage. Un entraînement adéquat leur permettrait de se servir des techniques pédagogiques avec plus de souplesse et pourrait les amener à inventer des façons d'enseigner qui tiendraient compte des difficultés particulières de leur groupe. Le fait d'être considérés comme de véritables professionnels, et non comme des "techniciens", stimulerait également leur goût d'apporter un élément personnel à leur travail. Une plus grande disponibilité des conseillers pédagogiques supporterait leurs initiatives.

i) Motivation des étudiants

Les étudiants expriment eux-mêmes le désir de se sentir plus motivés envers leur apprentissage. Selon eux, leur ministère et le Bureau des langues devraient mettre en place des dispositifs qui les sensibiliseraient, avant le programme, au bien-fondé du bilinguisme, à la culture anglaise, au type de méthodes utilisées à l'école et à la

demandé ou parce que c'est intéressant, mais ils sont à peu près certains qu'ils auront très peu d'occasions d'utiliser le français dans leur travail; d'où, leurs suggestions de réviser les critères d'évaluation des postes. Dans le même sens, ils se plaignent des pressions qu'exercent leurs supérieurs pour qu'ils entreprennent le programme.

Dans certains cas, une condition particulière vient diminuer le degré d'investissement dans l'apprentissage: les pressions des supérieurs pour que le fonctionnaire accomplisse certaines tâches dans son ministère tout en suivant le programme.

g) Mellieur apprentissage

Ces suggestions permettant d'augmenter la motivation des professeurs et des étudiants auraient une influence sur la qualité de l'apprentissage. De plus, plusieurs suggestions portent directement sur les conditions dans lesquelles se fait l'enseignement. Les deux groupes de sujets demandent que les classes soient plus homogènes surtout au point de vue des aptitudes et du niveau de connaissance linguistique acquise. Le souhait d'avoir des méthodes appropriées aux besoins des individus est plus réalisable si on diminue les variations à l'intérieur d'un même groupe. On ne peut, bien sûr, tenir compte de tous les facteurs: âge, personnalité, sexe, statut professionnel, etc... mais les critères d'évaluation des habiletés linguistiques devraient être plus adéquats et précis. Ainsi le professeur pourrait adapter son enseignement à chacun de ses groupes. Le fait de diminuer le nombre d'étudiants par classe pourrait peut-être simplifier le problème de même que la création de classes spéciales pour ceux qui ont des problèmes graves d'apprentissage. Dans certaines situations, il serait peut-être possible de donner momentanément de l'enseignement individuel. Une plus grande souplesse du système pourrait permettre à l'étudiant de changer plus facilement de groupe si son apprentissage ne se fait pas au même rythme que les autres ou si de trop graves conflits psychologiques surgissent.

Les professeurs et les étudiants demandent aussi que plus de temps soit accordé à l'apprentissage de la langue parlée dans des

Enfin, un dernier facteur pourrait accroître la motivation du professeur: le fait d'être considéré réellement comme un professionnel, ce qui pourrait impliquer plus de responsabilités, d'initiatives et davantage de participation à la planification du programme.

f) Motivation des étudiants

Les étudiants, eux aussi, croient qu'ils devraient participer, avec l'aide de leurs professeurs, aux décisions se rattachant à la méthode d'enseignement. Ils se sentiraient plus motivés à apprendre si on tenait davantage compte de leur personnalité et caractéristiques personnelles. Plusieurs éprouvent de la difficulté à s'adapter aux différentes techniques, soit parce que les professeurs ne leur apportent pas assez de support en ce sens, soit parce que les méthodes utilisées ne peuvent être appropriées à chacun. L'une des demandes les plus claires est l'amélioration des attitudes des professeurs. Les étudiants sentent que ceux-ci pourraient se montrer plus disponibles et créateurs et qu'ils n'apportent pas assez de support et d'encouragement à ceux qui ont des problèmes d'apprentissage. Au fond, les suggestions des étudiants rejoignent celles des professeurs. Les professeurs devraient être capables (s'ils étaient mieux formés) d'aider davantage l'étudiant et d'adapter les méthodes aux besoins de l'individu. Dans le même sens, les conseillers pédagogiques pourraient apporter plus de support aux étudiants.

Une meilleure préparation du futur étudiant contribuerait également à augmenter son niveau de motivation. Certains fonctionnaires de la loi sur le bilinguisme et leur donner plus d'informations sur la culture canadienne-française et sur les conditions de l'apprentissage. Il semble que le passage est trop brusque du milieu de travail à l'école.

De plus, un groupe de fonctionnaires manquant de motivation parce qu'ils considèrent que la loi sur le bilinguisme est irréaliste; ils font l'apprentissage de la langue française parce que cela leur est

leurs demandes d'informations sur ce genre de technique. Ils se butent également aux difficultés particulières de certains étudiants; d'où leur désir de recevoir un cours sur les troubles d'apprentissage en général. Nous croyons que des professeurs mieux formés seraient plus motivés à préparer adéquatement leurs cours, à tenir compte des différences individuelles et de groupe et à faire preuve de plus d'initiative et de créativité dans leur enseignement. Dans le même sens, les professeurs sentent que les méthodes appliquées à la lettre ne répondent pas toujours aux besoins pédagogiques de leurs étudiants; d'où leurs demandes qu'il y ait plus de flexibilité, c'est-à-dire qu'ils puissent adapter la méthode suivant les circonstances et qu'ils aient même la possibilité de choisir la méthode. Ces dernières suggestions pouvaient peut-être être appliquées si la formation du professeur était complète. Il semble que les conseillers pédagogiques pourraient donner davantage de support aux professeurs dans ce sens.

Selon les professeurs, un autre facteur important qui peut les amener à se démotiver est la sélection inadéquate des étudiants. Il est difficile d'enseigner à un étudiant qui n'est pas vraiment intéressé à apprendre le français; d'où, les demandes d'établir un procédé qui permettrait d'éliminer les non motivés. Si, au moyen d'un meilleur système de sélection, ou pouvait découvrir les fonctionnaires qui ont très peu d'aptitudes à apprendre une langue seconde, on aurait la possibilité soit de les refuser, soit de les regrouper dans des classes spéciales. Même si les fonctionnaires sont actuellement classés selon leurs connaissances linguistiques, il semble que le professeur fait quand même face au problème suivant: son enseignement ne peut être adapté à tous les étudiants de son groupe à la fois; ou bien, il accorde trop de temps aux moins doués, ou bien il décide de les ignorer afin de ne pas retarder l'apprentissage des plus doués. Il ressort de toutes ces suggestions qu'un professeur mieux formé pourrait faire preuve de plus de créativité et donner un enseignement plus approprié à un groupe d'étudiants de même calibre.

Evaluation

Bien que les deux groupes placent cet aspect dans les derniers rangs, les professeurs proposent davantage de suggestions à ce sujet. Ils demandent que les tests soient modifiés afin qu'ils soient plus près de la matière vue et de la méthode suivie.

Conseillers pédagogiques

Cet aspect ne semble pas faire partie des préoccupations immédiates des professeurs et des étudiants.

5.4.4 Analyse et synthèse

Les modifications proposées pourraient avoir une influence sur la motivation des professeurs, sur la motivation de l'étudiant et sur la qualité de son apprentissage d'après les personnes consultées.

5.4.4.1 Cours de français

e) Motivation des professeurs

Les professeurs eux-mêmes suggèrent de trouver des moyens qui permettraient d'augmenter leur niveau de motivation, leur degré de disponibilité et de créativité. Il semble que plusieurs professeurs ne se sentent pas complètement adéquats devant la tâche à accomplir. En effet, ils demandent, avant tout, en ce qui les concerne, de recevoir une formation qui tiendrait compte du type d'enseignement qu'ils doivent fournir. Même si ces professeurs ont une certaine expérience de l'enseignement, plusieurs se retrouvent devant une situation nouvelle. Soit qu'ils n'aient jamais enseigné à des adultes; d'où, leurs demandes de recevoir une formation en andragogie. Soit qu'ils aient surtout donné un enseignement didactique où les interactions entre les professeurs et les étudiants et entre les étudiants eux-mêmes étaient moins importantes; d'où, leurs demandes de recevoir une formation en relations humaines. Soit qu'ils n'aient jamais utilisé de méthodes audio-visuelles; d'où,

que les groupes soient plus homogènes en ce qui regarde les aptitudes et le niveau de connaissance linguistique acquis. Les étudiants insistent davantage pour que leur groupe soit plus restreint.

Etudiants

Les proportions sont aussi les mêmes au sujet des étudiants. Cependant, les étudiants réclament avant tout de l'aide de la part des responsables du programme: qu'ils trouvent des façons de les intéresser davantage et qu'ils donnent plus d'informations au futur étudiant, afin qu'il soit mieux préparé. Par ailleurs, les professeurs considèrent surtout que c'est la sélection qui fait problème; on devrait pouvoir éliminer ceux qui ne sont pas motivés et ceux qui sont incapables de faire l'apprentissage d'une langue seconde.

Aucun changement

Il semble qu'il y ait davantage de professeurs qui soient satisfaits de la situation telle qu'elle existe.

Aspects organisationnel et socio-politique

Ici aussi, les réponses des professeurs sont proportionnellement plus nombreuses. Ils demandent une meilleure administration au Bureau des langues et désirent être considérés comme des professionnels avec tout ce que ça comporte d'obligations et de privilèges.

Environnement pédagogique

Les étudiants se plaignent davantage du peu de qualité des locaux dans lesquels ils doivent suivre leurs cours. Selon eux, les conditions physiques de cet environnement seraient déplorables.

Dans l'ensemble, les professeurs et les étudiants accordent la même priorité aux trois aspects suivants : la pédagogie, les professeurs et la composition des groupes. La même proportion de suggestions s'adressent aux étudiants dans les deux cas. Les professeurs expriment plus souvent de la satisfaction et appuient davantage sur les changements concernant l'aspect organisationnel. Les étudiants demandent plus de modifications au sujet de l'environnement pédagogique. Les deux groupes considèrent moins importants les aspects : conseillers pédagogiques et évaluation, bien que les professeurs fount un peu plus de suggestions à propos de cette dernière.

Pédagogie

Bien que les deux groupes placent cet aspect au premier rang, les besoins de changements sont plus fortement exprimés par les étudiants. Ils demandent surtout d'avoir plus de conversation et de pouvoir participer davantage; les professeurs désirent surtout obtenir plus de flexibilité dans leur façon d'enseigner. Les deux groupes réclament la possibilité de choisir leur méthode et qu'une plus grande importance soit accordée aux activités para-scolaires. Les professeurs se plaignent davantage du manque de flexibilité des horaires des cours.

Professeurs

A peu près la même proportion de suggestions est recueillie pour les deux groupes. Cependant, les réponses des étudiants indiquent qu'ils se plaignent surtout des attitudes des professeurs et, en second lieu, du manque de préparation des cours. De leur côté, les professeurs demandent avant tout de recevoir une formation qui soit plus appropriée à l'enseignement d'une langue aux adultes, au moyen de techniques audiovisuelles.

Composition des groupes

Ici aussi, les deux groupes proposent des modifications dans la même proportion. Les étudiants et les professeurs s'entendent pour demander

Aspects socio-politiques: 0.9%

5.4.3.4 Comparaisons entre les professeurs et les étudiants

Le tableau 5.4-8-fournit la synthèse des suggestions pour les cours d'anglais et permet de comparer les réponses des professeurs à celles des étudiants. R signifie rangs et indique l'ordre de priorité des changements désirés.

TABLAU 5.4-8-

Synthèse des suggestions

Cours d'anglais

Professeurs		Etudiants	
F	%	R	F
francophones		anglophones	
			R

1. Aspects socio-pédagogiques:

22	20.2	2	60	18.2	2
2	1.8	9	0	0	10
11	10.1	6	39	11.8	4
15	13.8	3	47	14.2	3
23	21.1	1	113	34.2	1
5	4.6	7	2	0.6	9
5	4.6	7	27	8.2	5

2. Aspects organisationnel et socio-politique:

12	11	5	15	5.5	7
0	0	10	5	1.5	8
14	12.8	4	22	6.7	6

4. aucun changement (satisfaction)

Aucun changement

Les réponses classées dans cette catégorie n'indiquent pas que le sujet ne veut faire aucune suggestion (catégorie: ne sait pas); elles sont des expressions de satisfaction vis-à-vis de la situation actuelle. Une proportion relativement élevée (12.8%) de l'ensemble des réponses des professeurs s'y retrouve.

Aspects organisationnels

Les professeurs souhaitent l'amélioration de l'administration du Bureau des Langues: que le système soit moins bureaucratique, plus efficace, que le personnel soit plus compétent et qu'on y supprime le favoritisme quand il s'agit de l'embauche des professeurs. Ils demandent également qu'on leur accorde un statut professionnel: qu'on cesse de les considérer et de les traiter comme des fonctionnaires et qu'on prenne les moyens nécessaires afin de clarifier leurs obligations, leurs droits et privilèges.

Etudiants

Les quelques suggestions recueillies portent sur la sélection. Celle-ci devrait être faite en tenant compte des aptitudes, de l'âge, de la motivation, des exigences du poste.

Les autres suggestions se partagent de la façon suivante:

Evaluation: 4.6%

On demande de modifier les tests.

Environnement pédagogique: 1.8%

Surtout: meilleure qualité du matériel et de l'équipement.

Conseillers pédagogiques: 1.8%

Pédagogie

C'est dans ce domaine que les professeurs font le plus grand nombre de suggestions. Au sujet de la structure, ils demandent à peu près également: 1. qu'il y ait davantage d'activités, à l'extérieur de l'école, qui permettent à l'étudiant d'entendre et de parler l'anglais dans des situations naturelles; 2. qu'il y ait plus de souplesse quant à l'horaire des cours; 3. que l'étudiant fasse son apprentissage en milieu complètement anglophone; 4. que les étudiants qui ont des problèmes graves d'apprentissage reçoivent une attention particulière et aient à leur disposition un équipement approprié grâce à la création de classes spéciales. Au sujet de la forme, les professeurs voudraient à la fois: pouvoir choisir la ou les méthode(s) qu'ils considèrent les plus appropriées à leurs étudiants et avoir la possibilité de déroger à la méthode si cela s'avère nécessaire pour mieux répondre aux besoins de leurs étudiants.

Professeurs

Les réponses sont, ici, presque aussi nombreuses. Les professeurs s'interrogent surtout sur leur niveau de compétence. Ils désireraient recevoir une formation plus appropriée aux besoins psychologiques et pédagogiques de l'étudiant adulte et à un enseignement qui réclame des techniques audio-visuelles. Quelques professeurs demandent que certains de leurs collègues soient plus compétents et que le critère de sélection suive avant tout, l'expérience. Seulement quelques réponses portent sur les attitudes. Quelques professeurs pourraient être davantage motivés et devraient améliorer la qualité de leurs contacts avec les étudiants.

Composition des groupes

Moins de suggestions sont recueillies à ce propos. Comme les autres sujets, les professeurs demandent que les groupes soient plus homogènes, surtout quant aux aptitudes et à l'âge. Quelques-uns désiraient que leur groupe soit plus restreint.

TABLÉAU 5.4-7- (suite)

Suggestions les plus fréquentes

Professeurs anglophones

3.	composition des groupes:	davantage d'homogénéité	Sous-total	12	F	%
			Sous-total	3		
4.	aucun changement (satisfaction)	TOTAL	TOTAL	15		
			TOTAL	14		
5.	aspects organisationnels:	Bureau des langues:	meilleure administration accorder statut professionnel aux professeurs	4		
				4		
6.	étudiants:	meilleure sélection	Sous-total	12		
			TOTAL	11		
			Sous-total	6		
			TOTAL	11		

TABLÉAU 5.4-7-

Suggestions les plus fréquentes
Professeurs anglophones

F %

1. pédagogie:

structure:

d'avantage d'activités para-scolaires

horaires mieux adaptés

immersion totale

créer des classes pour ceux qui ont des problèmes

Sous-total

12

forme:

plus de flexibilité

plus grand choix de méthodes

Sous-total

10

TOTAL

23

21.1

2. professeurs:

compétence:

meilleure formation

compétence

sélection plus sévère

Sous-total

14

Sous-total

3

attitudes

TOTAL

22

20.2

Environnement pédagogique

Le plus grand nombre de suggestions s'adresse aux caractéristiques physiques de l'environnement. On demande que les locaux soient améliorés; on entend par là: les classes, le mobilier, le système de ventilation. A Montréal, l'école est qualifiée de "taudis"; Les fonctionnaires croient également que la situation géographique de l'école devrait être en correspondance avec un environnement qui permette à l'étudiant de s'exprimer en anglais.

Les autres suggestions se partagent de la façon suivante:

Aucun changement: 6.7%

Environnement organisationnel: 2.7%

Aspects socio-politiques: 1.8%

Évaluation: 0.6%

Conseillers pédagogiques: 0%

Autres: 1.5%

d)

Professeurs anglophones

Le tableau 5.4.7 présente la synthèse des suggestions les plus fréquentes. Comme pour les autres groupes, nous ne rendons compte ici que des fréquences et des pourcentages globaux. Les pourcentages et les totaux représentent la même chose que dans les tableaux précédents. Pour connaître toutes les suggestions, voir l'Appendice 2, section 2.4.2.

Seulement un petit groupe d'étudiants se plaint du niveau de compétence des professeurs. Ils demandent surtout que ceux-ci se préparent davantage; si les cours n'étaient pas improvisés, ils y gagneraient en consistance et en efficacité. Les quelques autres suggestions concernent la sélection qui devrait être plus sévère et la formation données aux professeurs qui devrait être plus en accord avec le type d'enseignement que doit recevoir un adulte qui fait l'apprentissage d'une langue seconde.

Composition des groupes

Les suggestions sont un peu moins nombreuses qu'au sujet des professeurs. Les étudiants demandent surtout que leur groupe soit plus homogène. De trop grandes différences entre les aptitudes et le niveau d'apprentissage des membres amèneraient les plus doués à perdre du temps et à s'impatienter et les moins doués, à être sans cesse confrontés à l'échec. En théorie, les fonctionnaires sont classés selon leur capacité à apprendre une langue seconde et selon leur degré de connaissance de leur classe soit plus petite c'est-à-dire qu'elle ne soit formée que de quatre à six étudiants.

Etudiants

En ce qui les concerne, les étudiants font encore moins de suggestions. C'est surtout leur niveau de motivation qui semble faire problème. Ils demandent que leur ministère ou le Bureau des Langues trouvent des façons très concrètes (non spécifiées) d'augmenter leur intérêt pour l'apprentissage de l'anglais. Un certain nombre de fonctionnaires auraient voulu recevoir une meilleure préparation au programme, tant au point de vue psychologique qu'informatif. Quelques-uns croient qu'on devrait prévoir une période de pré-entraînement pour les étudiants qui ont quitté les études depuis longtemps afin de faciliter leur adaptation au milieu scolaire. Enfin, on suggère que le système de sélection soit amélioré.

Les étudiants francophones suggèrent surtout des modifications au sujet de la pédagogie. Les changements proposés concernent avant tout la forme de l'enseignement. Les fonctionnaires voudraient qu'on insiste davantage sur l'enseignement de la langue parlée et qu'on leur permette de s'exprimer davantage et de prendre des initiatives à l'intérieur d'activités telles que: exposés, discussions, ateliers, etc... Ils réclament donc une participation plus active au programme. En second lieu, ils voudraient avoir la possibilité de choisir, avec les professeurs, la ou les méthode(s) qui leur conviennent le mieux, compte tenu de leurs aptitudes, leur personnalité et du type d'apprentissage requis pour la tâche qu'ils auront à accomplir en anglais.

Les suggestions au sujet de la structure sont moins nombreuses. On demande avant tout qu'il y ait plus souvent des activités organisées à l'extérieur de la classe qui les mettent en contact avec l'anglais tel que parlé dans la vie de tous les jours. Certains fonctionnaires proposent qu'il soit interdit de parler français à l'école ou qu'on leur donne la possibilité de vivre en milieu anglophone durant toute la période de leur apprentissage. Quelques étudiants demandent la possibilité de recevoir un enseignement individuel, soit occasionnellement, soit à temps complet, selon leurs besoins.

Professeurs

Les étudiants proposent moins de modifications au sujet des professeurs. Ils demandent surtout que leurs attitudes soient plus positives. Les professeurs devraient faire preuve de plus de motivation, de disponibilité et de créativité. Ils ne devraient pas montrer leur impatience à l'égard des étudiants lents ou ayant des problèmes, ni faire preuve de favoritisme envers les étudiants les plus brillants. Ils pourraient montrer plus de compréhension et apporter davantage d'encouragements face aux problèmes liés à l'apprentissage.

TABLÉAU 4.5-6- (suite)

Suggestions les plus fréquentes

Etudiants francophones

	F	%
compétence:		
préparation adéquate des cours	8	
compétence	3	
sélection plus sévère	3	
meilleure formation	3	
Sous-total	17	
TOTAL	60	18.2
composition des groupes:		
d'avantage d'homogénéité	32	
groupe plus restreint	15	
TOTAL	47	14.2
étudiants:		
moyens qui augmenteraient la motivation	14	
et l'intérêt	10	
meilleure préparation	8	
meilleure sélection		
TOTAL	39	11.8
amélioration des locaux	12	
école située dans un milieu anglophone	7	
Environnement pédagogique:		
TOTAL	27	8.2

TABLÉAU 5.4-6-

Suggestions les plus fréquentes

Etudiants francophones

1.

Pédagogie:

forme:

davantage de conversation
davantage de participation
plus grand choix de méthodes

Sous-total

74

Structure:

activités para-scolaires
immersion totale
possibilité d'enseignement individuel

Sous-total

37

TOTAL

113

34.2

2.

Professeurs:

attitudes:

en général
plus de patience
pas de favoritisme
davantage de support

Sous-total

35

F %

Le tableau 5.4-6-présente la synthèse des suggestions les plus fréquentes. Les résultats à chacun des choix ont été regroupés; nous ne rendons compte ici que des fréquences et des pourcentages globaux. Pour connaître toutes les suggestions de chaque sous-catégorie, voir l'Appendice 2, section 2.4.2. Les pourcentages indiquent la proportion des réponses, pour un aspect donné, par rapport à l'ensemble des suggestions apportées par ce groupe. Les totaux correspondent au nombre total de réponses pour un aspect et non au nombre de suggestions les plus fréquentes seulement.

question la loi sur le bilinguisme et la façon dont elle est appliquée. Les professeurs s'en prennent davantage à l'administration du Bureau des langues et sont surtout préoccupés de leur statut professionnel.

Les deux groupes accordent la même importance:

à l'évaluation:

Ils demandent que les tests soient modifiés. Les étudiants désirent que les tests prennent moins de place dans leur apprentissage.

à l'environnement pédagogique:

Les professeurs proposent que l'école soit située en milieu francophone. Les étudiants demandent l'amélioration des locaux et de l'équipement.

aux conseillers pédagogiques:

Les deux groupes demandent plus d'accessibilité.

Il semble qu'il y ait un peu plus d'étudiants (bien que très peu) qui soient satisfaits de la situation actuelle (catégorie: aucun changement).

5.4.3 Description des données et suggestions pour le cours d'ANGLAIS

5.4.3.1 Taux de réponses

Le tableau 5.4.5 indique le nombre de sujets qui ont rempli le questionnaire G ou P et la proportion des suggestions recueillies.

Les étudiants mentionnent davantage de modifications à propos de l'aspect socio-politique. Plus que les professeurs, ils remettent en

Aspects organisationnel et socio-politique

Les deux groupes mettent le même accent sur cet aspect et s'accordent pour souhaiter que les groupes d'étudiants soient plus homogènes surtout en ce qui regarde le niveau d'apprentissage.

Composition des groupes

Les professeurs font ressortir davantage de problèmes au sujet des étudiants; le plus important, selon eux, est la façon dont ils sont sélectionnés. En second lieu, les professeurs croient qu'on devrait donner plus d'informations aux étudiants afin qu'ils soient mieux préparés à entrer dans le programme. Cette dernière suggestion traduit un besoin primordial exprimé par les étudiants. Ceux-ci font passer en second lieu l'amélioration du système de sélection.

Etudiants

Les deux groupes désirent des modifications dans ce domaine à peu près dans la même proportion. Cependant, les étudiants s'en prennent avant tout aux attitudes des professeurs et réclament plus de support et de patience; en second lieu, ils demandent que leurs professeurs soient plus compétents. De leur côté, les professeurs souhaitent recevoir une meilleure formation. Ils remettent moins en question leurs attitudes (bien que le groupe qui demande une formation en relations humaines aurait des chances d'apporter autre chose que de simples connaissances linguistiques).

Professeurs

d'importance est la possibilité que la forme du cours soit plus flexible afin que le professeur puisse répondre aux besoins particuliers de son groupe d'étudiants.

TABLÉAU 5.4-4-

Synthèse des suggestions

Cours de français

1. aspect socio-pédagogique:	Professeurs		Etudiants	
	F	%	R	F
2. aspects organisationnel et socio-politique:	207	23	1	600
	24	2.7	8	79
	179	19.9	3	378
	138	15.4	4	469
	197	21.9	2	775
	39	4.3	6	124
	40	4.4	5	147
	38	4.2	7	250
	20	2.2	9	35
	16	1.8	10	145
3. autres suggestions:	20	2.2	9	35
4. aucun changement (satisfaction)	16	1.8	10	145

1. aspect socio-pédagogique:	Professeurs		Etudiants	
	F	%	R	%
2. aspects organisationnel et socio-politique:	38	4.2	7	8.3
3. autres suggestions:	20	2.2	9	1.2
4. aucun changement (satisfaction)	16	1.8	10	4.8

Dans l'ensemble, les professeurs et les étudiants accordent à peu près la même importance à chacun des facteurs. Dans les deux cas, les quatre premiers rangs sont occupés par: Les professeurs, la pédagogie, les étudiants, la composition des groupes. Les étudiants mettent davantage l'accent sur l'aspect socio-politique alors que les professeurs parlent de l'aspect organisationnel. Les deux groupes accordent moins d'importance aux aspects: conseillers pédagogiques, évaluation, environnement pédagogique.

Pédagogie

Les étudiants se plaignent un peu plus de la pédagogie. Ils réclament davantage la possibilité de pouvoir choisir la méthode qui serait adaptée à leurs besoins. Une plus grande proportion d'étudiants demandent qu'il y ait plus de temps accordé à la conversation. Les professeurs proposent plus clairement l'apprentissage par immersion. Cependant, l'élément auquel les deux groupes accordent beaucoup

Les autres suggestions se partagent de la façon suivante:

Environnement organisationnel: 6.3%

Les professeurs demandent surtout qu'un statut professionnel leur soit accordé et qu'on définisse clairement leurs obligations et leurs privilèges.

Environnement pédagogique: 4.4%

On suggère que l'école soit située dans un milieu canadien-français et que les locaux soient améliorés.

Évaluation: 4.3%

On demande que les tests soient modifiés afin qu'ils mesurent réellement les connaissances acquises pendant les cours.

Conseillers pédagogiques: 2.7%

Les professeurs demandent la création d'un système de consultation et de communication efficace afin qu'ils puissent recevoir davantage d'aide pédagogique.

Aucun changement: 1.8%

Autres: 2.3%

5.4.2.4 Comparaisons entre les professeurs et les étudiants pour le cours de FRANÇAIS langue seconde

Le tableau 5.4.4 fournit la synthèse des suggestions pour les cours de français et permet de comparer les réponses des professeurs à celles des étudiants. R signifie: rangs et indique l'ordre de priorité des changements désirés.

Langue françaises. Les autres réponses indiquent le désir que l'étudiant puisse recevoir un enseignement individuel, soit occasionnellement, soit à temps complet, selon ses besoins.

Etudiants

Presque autant de suggestions concernent les étudiants. Les

professeurs s'en prennent surtout à la façon dont ils sont sélectionnés. Selon eux, on devrait surtout trouver le moyen de détecter au point de

départ les individus qui n'ont pas les aptitudes pour apprendre une langue seconde. Certains professeurs croient que l'âge est un handicap: seuls les fonctionnaires encore jeunes (moins de 40 ans) devraient être admis au programme. Ils aimeraient également qu'on réussisse à mesurer la

motivation afin d'éliminer ceux qui manquent d'intérêt pour l'apprentissage du français.

Les professeurs ont aussi l'impression que les étudiants ne

sont pas assez préparés avant d'entrer dans le programme. Ils manquent d'informations sur la loi sur le bilinguisme, les méthodes et le matériel pédagogiques, la culture française et les règlements du Bureau des langues. On devrait également trouver des façons d'augmenter leur motivation avant qu'ils n'entreprennent le programme.

Composition des groupes

Un nombre un peu moins élevé de professeurs suggère des

modifications concernant la composition des groupes d'étudiants. Ils

demandent surtout que les groupes soient plus homogènes d'abord au point de vue des aptitudes et du niveau d'apprentissage et aussi à celui de

l'âge et du statut professionnel. Ce dernier aspect signifie: soit un regroupement des étudiants en fonction du statut qu'ils ont dans leur

milieu de travail (par exemple, les directeurs avec les directeurs),

soit en fonction de leurs affinités par rapport au milieu de travail

(par exemple, les fonctionnaires du ministère des postes ensemble). Certains professeurs croient que l'apprentissage serait plus facile si les groupes ne dépassaient pas quatre à six étudiants.

Un peu moins de suggestions concernent la structure de l'enseignement. Selon les professeurs, la plus grande lacune serait le manque d'activités para-scolaires en langue française. Un certain nombre de professeurs va jusqu'à réclamer que l'apprentissage se fasse en immersion totale: soit qu'on interdise de s'exprimer en anglais durant les heures passées à l'école, soit qu'on mette en place des dispositifs d'isolation complète durant toute la période de l'entraînement, c'est-à-dire vivre vingt-quatre heures sur vingt-quatre dans la culture et la

Le deuxième aspect retient presque autant de suggestions. C'est surtout la forme de l'enseignement qui aurait à être améliorée. Les professeurs ne voudraient pas être forcés de toujours suivre la méthode et demandent qu'on laisse davantage place à leur créativité afin qu'ils puissent mieux répondre aux besoins de leurs groupes. Un moins grand nombre de professeurs voudraient pouvoir au moins choisir la ou les méthode(s) qui convienne(nt) le mieux à leurs étudiants. On mentionne aussi qu'on devrait accorder plus de temps à l'enseignement de la langue parlée et aux travaux à domicile et que les étudiants devraient pouvoir s'exprimer davantage et prendre des initiatives à l'intérieur d'activités telles que: exposés, discussions, ateliers, etc...

Pédagogie

Les professeurs francophones suggèrent avant tout des modifications les concernant. Ils demandent surtout que la compétence de leurs collègues soit plus élevée ou qu'ils aient des moyens d'améliorer leur propre compétence. Ils voudraient avant tout recevoir une formation plus adéquate en: andragogie, troubles de l'apprentissage, relations humaines et techniques audio-visuelles. Des suggestions moins nombreuses indiquent que la sélection devrait être plus sévère et exiger plus d'expérience et une spécialisation dans l'enseignement du français. Un groupe plus restreint croit qu'il pourrait y avoir amélioration des attitudes des professeurs, c'est-à-dire: plus de motivation, de disponibilité et de créativité.

Professeurs

TABLÉAU 5.4-3- (suite)

Suggestions les plus fréquentes
Professeurs francophones

4. Composition des groupes:		davantage d'homogénéité:	aptitudes	niveau d'apprentissage	âge	statut professionnel	Sous-total	Sous-total	TOTAL
			13	12	11	11	112	26	138
									15.4

	F	%
structure:		
activités para-scolaires	23	
immersion totale	16	
possibilité d'enseignement individuel	11	
Sous-total	71	
TOTAL	197	21.9
3. Etudiants:		
sélection selon:		
aptitudes	38	
âge	18	
motivation et intérêt	16	
Sous-total	92	
meilleure préparation:		
plus d'information	20	
préparation psychologique	14	
Sous-total	39	
TOTAL	179	19.9

Suggestions les plus fréquentes
Professeurs francophones

TABLÉAU 5.4-3-

1.	Professeurs:	compétence:	meilleure formation	74	27	21	122	Sous-total																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					</
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pour un aspect donné, par rapport à l'ensemble des suggestions apportées par ce groupe. Les sous-totaux et les totaux correspondent au nombre total de réponses pour un aspect et non au total des suggestions les plus fréquentes seulement. Pour connaître toutes les suggestions de chaque sous-catégorie, voir l'Appendice 2, section 2.4.2. Comme dans le cas des étudiants, les pourcentages rendent compte des trois choix globalement.

Les autres réponses concernent le Bureau des Langues. Les étudiants demandent que le système permette au fonctionnaire qui n'est pas satisfait de sa classe soit à cause de la méthode, soit à cause de conflits de personnalité, de se joindre à un autre groupe. On réclame aussi une meilleure administration: que le système soit moins lourd, moins bureaucratique, plus efficace; que le personnel y soit plus compétent et qu'on supprime le favoritisme quand il s'agit de l'embauche des professeurs.

Les autres suggestions se partagent de la façon suivante:

Évaluation: 4.1%

On demande surtout de modifier les tests afin que leur contenu et leur forme soient en rapport plus étroit avec la matière vue et la méthode suivie.

Environnement pédagogique: 4.9%

Les étudiants croient qu'on pouvait améliorer la qualité des locaux et de l'équipement pédagogique, surtout celle des bandes magnétiques utilisées en laboratoire lors de la passation des tests.

Aucun changement: 4.8%

Conseillers pédagogiques: 2.6%

Les étudiants demandent que l'aide pédagogique soit plus accessible et les contacts avec les conseillers plus fréquents.

Autres: 1.2%

b) Professeurs francophones

Le tableau 5.4.3 présente la synthèse des suggestions les plus fréquentes. Les pourcentages indiquent la proportion des réponses,

Au sujet des étudiants, les suggestions sont encore moins nombreuses. Elles se partagent entre les catégories : sélection et préparation. A propos de la sélection, plusieurs fonctionnaires

demandent que tout le système soit amélioré sans spécifier de quelle façon il pouvait l'être. Les autres sujets suggèrent que la sélection soit plus sévère quant aux aptitudes des futurs étudiants; selon eux, on devrait trouver le moyen d'éliminer les inaptes à l'apprentissage d'une langue seconde. D'autres, enfin, demandent qu'un des critères de sélection soit le degré de motivation; selon eux, on devrait pouvoir mesurer la motivation afin d'éliminer ceux qui manquent d'intérêt pour l'apprentissage du français.

A propos de la préparation, on croit surtout que le futur étudiant devrait recevoir davantage d'informations avant le début du cours. Ces informations devraient porter sur la politique du bilinguisme, les méthodes d'enseignement et le matériel pédagogique disponibles à l'école, les règlements en vigueur au Bureau des langues, la culture française. On demande aussi que les étudiants reçoivent une meilleure préparation psychologique; que des dispositifs soient mis en place afin de les sensibiliser, les conditionner, afin d'augmenter leur niveau de motivation.

Aspects organisationnel et socio-politique

Enfin, des suggestions, en nombre plus restreint, concernent l'organisation du Bureau des langues et du ministère et la loi sur le bilinguisme. Les réponses les plus nombreuses se rapportent à la loi et à son application. On demande qu'aucun fonctionnaire ne soit obligé d'apprendre la langue seconde et qu'on établisse des critères plus réalistes pour l'identification des exigences linguistiques des postes. Les fonctionnaires voudraient que les supérieurs cessent de faire pression soit pour que leurs subalternes s'inscrivent au plus vite au cours, soit pour qu'ils reviennent rapidement au travail ou pour qu'ils participent à des tâches de leur ministère durant le programme.

attitudes. On voudrait surtout voir augmenter le degré de motivation, de disponibilité et de créativité des professeurs. En second lieu, on désirerait recevoir davantage de support, de compréhension et d'encouragements face aux problèmes liés à l'apprentissage. Au fond, les étudiants voudraient recevoir autre chose que du contenu pédagogique. Enfin, on souhaite que les professeurs soient plus patients; qu'ils ne manifestent pas ouvertement leur irritation ou leur impatience à l'égard des étudiants lents ou ayant des problèmes, l'impatience étant identifiée par ces étudiants comme un facteur venant accroître les tensions déjà existantes et nuisant à leur apprentissage.

Les étudiants réclament, presque en aussi grand nombre, une plus grande compétence. On désire que les professeurs soient spécialisés dans l'enseignement du français c'est-à-dire qu'ils maîtrisent la langue française tant du point de vue expression orale qu'écrite. Certains fonctionnaires suggèrent que les professeurs reçoivent une formation plus adéquate dans les domaines suivants: andragogie, troubles de l'apprentissage en général, relations humaines, techniques de l'audio-visuel. Dans la même ligne d'idées, on demande que la sélection des professeurs soit plus sévère et tienne davantage compte de la compétence et de l'expérience professionnelle.

Composition des groupes

Les suggestions au sujet de la composition des groupes sont un peu moins nombreuses. La demande la plus fréquente est l'homogénéité des groupes d'étudiants. Les fonctionnaires croient que leur apprentissage serait facilité si on regroupait les étudiants ayant les mêmes caractéristiques. Selon eux, la caractéristique la plus importante est le niveau d'apprentissage; on demande surtout que les élèves n'ayant aucune notion de base quant à la connaissance du français, soient regroupés. Les deux autres caractéristiques qui ont une certaine importance dans l'homogénéité du groupe sont: l'âge et la capacité à apprendre une langue seconde (par exemple: très doués, moyennement doués, peu doués). Les étudiants demandent également que les groupes soient plus restreints; on préférerait des classes de quatre à six étudiants au plus.

Pédagogie

Les étudiants anglophones suggèrent surtout des modifications au sujet de la pédagogie. Ils s'en prennent surtout à la forme. On demande avant tout que les professeurs et les étudiants aient la possibilité de choisir une ou des méthode(s) correspondant aux besoins des individus ou des groupes. Dans le même sens, on réclame davantage de flexibilité: que le professeur ne soit pas tenu de façon rigoureuse à suivre la même méthode tout au long de son enseignement, mais qu'il puisse faire preuve de souplesse et de créativité afin de s'ajuster aux besoins particuliers de son groupe d'étudiants. Les fonctionnaires croient aussi qu'on devrait mettre davantage l'accent sur l'enseignement de la langue parlée en accordant plus de temps à la conversation.

Au sujet de la structure, on désire que soient organisées davantage d'activités parascolaires: cinéma, théâtre, visites dans la Province de Québec ou autres, rencontres avec des fonctionnaires francophones, etc..., afin d'avoir plus de contacts avec le français parlé. Un nombre plus restreint de fonctionnaires désirent avoir la possibilité de recevoir un enseignement individuel, soit occasionnellement, soit à temps complet, selon leurs besoins. Certains sujets demandent que les étudiants ayant des troubles graves d'apprentissage ou de surdité, etc... reçoivent une attention particulière et aient à leur disposition un équipement approprié par la création de classes spéciales.

Professeurs

Le taux de réponses est presque élevé lorsqu'il s'agit des modifications au sujet des professeurs. On se plaint surtout de leurs

Etudiants anglophones

Suggestions les plus fréquentes

TABLÉAU 5.4-2- (suite)

4. Etudiants:

sélection:

amélioration du système
selon aptitudes
selon motivation et intérêt

meilleure préparation:

plus d'information
préparation psychologique

Sous-total

142

TOTAL

378 12.6

5. Aspects organisationnel et socio-politique:

ministère:

acquisition non obligatoire
meilleure désignation des postes
réduire pression

Sous-total

164

Bureau des langues:

permettre de changer de classe
meilleure administration

Sous-total

86

TOTAL

250 8.3

F %

TABLÉAU 5.4-2- (suite)
Suggestions les plus fréquentes
Etudiants anglophones

Professeurs:		Etudiants anglophones	
2.	attitudes:	87	F
	en général	53	%
	plus de support	41	
	plus de patience	233	
compétence:			
	compétence	95	
	meilleure formation	62	
	sélection plus sévère	40	
Sous-total		197	
TOTAL		600	20
3. Composition des groupes:			
	davantage d'homogénéité:	77	
	niveau d'apprentissage	39	
	âge	36	
	aptitude	346	
Sous-total		123	
groupe plus restreint		469	15.3
TOTAL		469	15.3

1. Pédagogie:		forme:	
plus grand choix de méthodes	104	plus de flexibilité	79
plus de conversation	78		
Sous-total	456		
structure:			
activités-parascolaires	69		
possibilité d'enseignement individuel	39		
classes pour ceux qui ont des problèmes	30		
Sous-total	255		
contenu:			
plus de variété	22		
davantage d'enseignement sur la culture française	22		
Sous-total	64		
TOTAL	775		
	25.8		

compte ici que des fréquences et des pourcentages globaux. Ce sont ces derniers résultats qui indiqueront l'ordre d'importance des changements à effectuer tels que perçus par les sujets. Les pourcentages indiquent la proportion des réponses pour un aspect donné, par rapport à l'ensemble des suggestions apportées par ce groupe. Les sous-totaux et totaux correspondent au nombre total de réponses pour un aspect et non au nombre de suggestions les plus fréquentes seulement. Pour connaître toutes les suggestions de chaque sous-catégorie, voir l'Appendice 2, section 2.4.2.

. l'environnement pédagogique:

. matériel et équipement

. caractéristiques physiques

. aspects organisationnel et socio-politique:

. administration du Bureau des

langues

. organisation au sein du ministère

. loi sur le bilinguisme et exigences

linguistiques des postes.

. Aucun changement:

. expression de satisfaction

. Autres:

. réponses ne pouvant être catégorisées

Pour une définition de ces catégories et la liste des sous-catégories qu'elles contiennent, voir l'Appendice 2, section 2.4.2.

5.4.2.3 Suggestions des fonctionnaires anglophones et des professeurs francophones

a) Etudiants anglophones

Le tableau 5.4.2 présente la synthèse des suggestions les plus fréquentes. Comme les résultats à chacun des choix suivaient sensiblement le même ordre de priorité que les réponses additionnées, nous ne rendons

- relations professeurs/professeurs
- relations professeurs/groupes
- organisation
- les conseillers pédagogiques:
- relations conseillers/étudiants
- relations conseillers/professeurs
- bilinguisme des conseillers
- fréquence des consultations
- les étudiants:
- motivation et intérêt
- attitudes
- sélection
- orientation
- préparation
- la composition des groupes:
- homogénéité
- nombre d'étudiants
- la pédagogie:
- contenu
- forme
- structure
- l'évaluation:
- tests
- professeurs
- préparation

TABLÉAU 5.4-1-

Taux de réponses : cours de français

Suggestions									
Sujets questionnés	1er choix			2e choix			3e choix		
	N	F	%	F	%	F	%	F	%
étudiants anglophones	709	1332	93.9	978	69	692	48.8	3002	70.6
professeurs francophones	209	413	98.8	286	68.4	199	47.6	898	71.6

Etant donné que les suggestions aux deux questions avaient

beaucoup de recoupements et qu'elles pouvaient porter sur d'autres

aspects non prévus par le questionnaire, les réponses ont été compilées

ensemble. Les pourcentages ont été calculés en fonction du nombre total

possible de réponses c'est-à-dire : deux réponses pour le changement le

plus important, deux réponses pour le deuxième choix, deux pour le

troisième choix, six réponses en tout par individu.

Dans l'ensemble, les professeurs et les étudiants proposent

des modifications dans la même proportion. Le nombre de suggestions

diminue du premier au deuxième choix et du deuxième au troisième.

5.4.2.2 Catégories de réponses

• Aspects socio-pédagogiques :

• Les professeurs :

• compétence

• attitudes

• sélection

• formation

• préparation des cours

• relations professeurs/étudiants

Il s'agit d'une analyse de contenu au moyen d'un système de codification portant sur les thèmes suivants:

• aspects socio-pédagogiques:

- Les professeurs
- Les conseillers pédagogiques
- Les étudiants
- la composition des groupes
- la pédagogie
- l'évaluation
- l'environnement pédagogique

• aspects organisationnel et socio-politique:

- le Bureau des langues
- le ministère

5.4.2 Description des données et suggestions pour le cours de FRANCAIS

5.4.2.1 Taux de réponses

Le tableau 5.4.1 indique le nombre de sujets qui ont rempli le questionnaire G ou P et la proportion des suggestions recueillies.

5.4.1.2 Echantillon

Les questions sur les suggestions s'adressaient à tous les sujets de l'échantillon "PENDANT". Les modifications proposées proviennent donc de quatre groupes distincts:

- cours de français:
- 709 étudiants anglophones
- 209 professeurs francophones
- cours d'anglais:
- 111 étudiants francophones
- 30 professeurs anglophones

5.4.1.3 Contenu des questions

Les questions étaient les suivantes:

"Quels sont, selon vous, les trois principaux changements qui devraient être apportés du côté des étudiants (préparation avant, composition des groupes, etc...) pour diminuer les taux d'échecs ou d'abandons des francophones dans les programmes de formation linguistique? (Indiquez le changement le plus important en premier, s.v.p.)".

"Quels sont, selon vous, les trois principaux changements qui devraient être apportés du côté des professeurs (méthodes pédagogiques, etc...) pour diminuer les taux d'échecs ou d'abandons des francophones dans les programmes de formation linguistique? (Indiquez le changement le plus important en premier, s.v.p.)".

Les étudiants anglophones et les professeurs francophones répondaient évidemment au sujet des étudiants anglophones.

Les questionnaires sur la situation pédagogique nous ont permis de connaître les perceptions des fonctionnaires-étudiants et de leurs professeurs sur le contexte pédagogique dans lequel se déroulent les PFL. Les questions portant sur les SUGGESTIONS nous amènent maintenant à faire ressortir les modifications qui pouvaient améliorer la participation et l'apprentissage de l'étudiant. Ces résultats ne fournissent pas l'importance objective des changements à effectuer, mais mettent l'accent sur les besoins prioritaires des étudiants et des professeurs tels qu'ils les ressentent⁸³. Comme les perceptions et réactions de l'étudiant peuvent avoir une influence sur sa façon de participer et son degré de motivation, nous croyons que ces réponses apportent des éléments importants. Les suggestions des professeurs indiquent les modifications qui pourraient améliorer leur engagement vis-à-vis de l'enseignement et permettent, en les comparant à celles des étudiants, d'avoir une idée plus complète et plus juste de la nouvelle orientation que pourrait prendre le programme.

5.4.1 Bref rappel de la méthodologie

5.4.1.1 Instrument

Les suggestions des fonctionnaires ont été recueillies au moyen de questions incluses dans l'échelle G: Questionnaire-étudiant sur sa situation pédagogique; les suggestions des professeurs, grâce à l'échelle P: Questionnaire-professeur sur la situation pédagogique. Les fonctionnaires ont été rejoints au moment où ils sont déjà engagés dans les PFL. Les conditions de la cueillette sont décrites dans le chapitre sur la méthodologie.

83 Il est bien IMPORTANT de ne pas oublier ici non plus que les SUGGESTIONS rapportées sont celles des personnes interviewées et non celles des auteurs de ce rapport.

Pour ce qui est de l'intégration des membres de la classe, il apparaît que les étudiants choisiraient spontanément une proportion de 70% de leurs collègues s'il leur était donné le loisir de se constituer de nouveaux groupes. Par ailleurs, ils excluraient un peu plus de 20% de leurs collègues de ces groupes "libres". Ce pourcentage, peu considérable en soi, représente dans la réalité un étudiant par classe de cinq. Les raisons invoquées pour les rejets en sont qu'il tiennent aux différences de rythme de croissance, à la motivation ou à l'attitude des étudiants et, enfin, à des différences de personnalité. Dans le cas des choix, on invoque plutôt le support mutuel dans l'apprentissage, la similitude d'attitudes, les sympathies mutuelles. Dans le cas des professeurs, c'est sa compétence et son attitude de compréhension qui amèneront les étudiants à le choisir tandis que son incompétence et son attitude déplaisante (trop lointaine, qui traite l'étudiant comme des enfants) le feront être rejeté des étudiants.

L'analyse des résultats a mis en relief que les perceptions de la situation d'apprentissage sont influencées par la méthode utilisée. Les étudiants francophones qui apprennent l'anglais selon une méthode "non définie" apparaissent plus satisfaits du travail qu'ils accomplissent et des acquisitions qu'ils font au plan linguistique; leur sentiment global face au cours est plus positif et ils choisiraient un nombre de leurs collègues plus considérable s'il leur était donné de se faire un groupe de leur choix.

Par ailleurs, les étudiants d'un niveau plus avancé en cours de langue expriment un plus grand nombre de rejets de leurs collègues, probablement à cause du fait même que leur niveau plus élevé les rend plus conscients de ceux avec qui ils veulent travailler ou ne pas travailler.

De plus, les étudiants qui sont dans un PFL depuis peu de temps, moins de trois semaines, sont plus satisfaits que les "anciens" de leurs progrès et des activités pédagogiques, et manifestent dans l'ensemble un sentiment global face au cours plus positif que les "anciens".

Enfin, il apparaît que les professeurs ont tendance à apprécier davantage que les étudiants les activités pédagogiques, les méthodes pédagogiques, le travail et les apprentissages faits par les étudiants. De même, ils surevaluent le degré de satisfaction des étudiants à l'endroit de l'initiative que leur permettent de prendre les conditions dans lesquelles les cours sont données.

La comparaison des résultats de cette analyse qualitative avec les résultats recueillis à l'aide des questionnaires G et P a permis de faire ressortir quelques points de similitudes et certains points de dissimilitudes.

RÉSUMÉ DE LA SECTION 5.3

Les données de l'analyse d'évolution de classes PFL que nous avons réalisées reflètent dans l'ensemble un niveau de satisfaction assez élevé chez les étudiants quant aux diverses dimensions de la situation d'apprentissage que nous avons inventoriées.

Les principales choses que l'étudiant mentionne spontanément lorsqu'on l'interroge sur ce qui retient son attention au fil des jours, ce sont 1) Les apprentissages qu'il a réalisés et les progrès qu'il fait dans l'acquisition du français, 2) La personne du professeur et 3) Les activités pédagogiques. Il semble se dégarer de ces données que le fonctionnaire-étudiant est très préoccupé de son progrès et qu'il est dans une situation de réapprentissage de son rôle d'étudiant.

En termes de somme de travail fournie, l'étudiant a le sentiment de travailler fort ou, mieux, très fort. Il ne s'en plaint pas cependant, et il se montre plutôt content du travail qu'il produit à la suite de cet effort, de même que des acquisitions linguistiques que cela lui permet de réaliser.

Les conditions de travail à la faveur desquelles il accomplit sa tâche d'étudiant sont globalement perçues comme positives. Son sentiment global face au cours est positif: il se sent généralement intéressé, confiant, encouragé à poursuivre; la perception d'avancer est surtout à la base de ce sentiment, de même que l'enseignement du professeur qu'il trouve généralement satisfaisant. Dans le cas de sentiments globaux moins positifs par rapport au cours, c'est surtout l'attitude négative du professeur et ses déficiences pédagogiques qui en seraient la source, de même que le manque d'homogénéité d'aptitudes entre les étudiants.

Les activités pédagogiques et les méthodes pédagogiques seraient également satisfaisantes pour la grande majorité des étudiants, bien que 20% de ces derniers confient ne pas y trouver leur compte. Sans pouvoir juger de la normalité dans ce domaine, il n'en demeure pas moins que dans chaque classe de cinq étudiants, il y en a un qui n'est pas à l'aise avec la méthode.

Les initiatives prises par les étudiants en classe semblent relativement limitées dans l'ensemble (poser des questions, proposer une activité extra-muros) mais il arrive à l'occasion que des étudiants puissent organiser entièrement les périodes d'après-midi, par exemple. La variation est donc grande dans ce domaine. La majorité des étudiants sont satisfaits de cette situation, mais 25% d'entre eux ne le sont pas. On peut facilement imaginer que les attentes et les préférences dans ce domaine sont fort variées et que les tentatives pour constituer des - classes homogènes à ce niveau-là ne sont pas toujours réalisables.

Les francophones se disent modérément satisfaits alors que les anglophones sont légèrement satisfaits;

- Les étudiants ne perçoivent pas très forte la cohésion de leur groupe au questionnaire G; ils expriment un bon pourcentage de choix mutuels à l'analyse d'évolution de classes PFL.

On peut donc constater un certain accord entre nos deux sources de données, et ce principalement à propos de l'identification des sources de difficultés en classe. Par ailleurs certaines données ne sont pas parfaitement semblables d'une cueillette de données à l'autre. Une des sources de différence réside dans la nature des outils de cueillette de données: l'une (l'échelle G) est une échelle de mesure avec échelle de réponse standard, l'autre (l'analyse d'évolution) opérait une transcription du qualitatif au quantitatif. Une autre source de variation tient au fait que l'analyse d'évolution recueillait des témoignages directement sur la satisfaction alors que pour la majorité des composantes du contexte psychopédagogique les énoncés faisaient appel aux perceptions et c'est au niveau de l'interprétation seulement qu'on pouvait parler de satisfaction. Enfin, G et P se présentaient de façon plus anonyme que les entrevues de l'analyse d'évolution de telle sorte que le fonctionnaire pouvait toujours succomber à un certain effet de halo le menant à de légères généralisations ou à l'usage du mécanisme du bon émissaire ("les étudiants ne veulent pas vraiment apprendre", "on ne fait pas vraiment équipe", etc); dans les entrevues au contraire, les questions portaient sur l'"activité que vous avez faite ce matin" et les choix portaient sur "Pierre, Jacques, Aline, etc", de telle sorte que pareil risque de généralisation est plus difficile. Les réponses ont plutôt tendance à se raccrocher à un vécu très précis qui laisse des lors moins de place pour y déverser une insatisfaction plus générale.

Les deux outils se complètent au plan méthodologique: l'un permet de recueillir de nombreuses données standard sur de nombreux points, l'autre permet de mettre des nuances.

- Les étudiants et les professeurs, tant anglophones que francophones, identifient le manque d'homogénéité des classes et les attitudes et les motivations des étudiants comme étant les deux principales sources de difficultés dans les classes; les données de l'analyse d'évolution des classes PFL corroborent ces résultats;
- les étudiants, dans les questions ouvertes de l'échelle G, situent les attitudes et la motivation des professeurs au troisième rang des sources de difficultés en classe; les résultats de l'analyse d'évolution tendent dans la même direction;
- Les professeurs ont tendance à exprimer une vision plus positive du contexte psycho-pédagogique que les étudiants; cela est également observable dans l'analyse d'évolution des classes PFL où l'on note une perception significativement plus positive de diverses dimensions du contexte pédagogique chez les professeurs que chez les étudiants.
- Par contre, des dissimilarités ressortent de la comparaison des résultats obtenus aux échelles G et P avec les résultats observés dans l'analyse d'évolution de classes PFL:
- Les perceptions que les étudiants ont du contexte psycho-pédagogique sont relativement liées à l'échelle G et plutôt positives dans l'analyse d'évolution des classes PFL;
- Les étudiants expriment de la satisfaction quant aux méthodes pédagogiques utilisées dans l'analyse d'évolution, et une perception légèrement positive de ces méthodes dans l'échelle G;
- Les étudiants se disent satisfaits du travail qu'ils accomplissent dans l'analyse d'évolution; à l'échelle G,

Il y a cinq (5) dimensions face auxquelles les résultats des professeurs diffèrent de ceux des étudiants. Il s'agit de

- la satisfaction relative au travail accompli par les étudiants
- la satisfaction relative aux apprentissages réalisés par les étudiants
- la satisfaction relative aux activités pédagogiques
- la satisfaction relative aux méthodes pédagogiques
- la satisfaction des étudiants à l'endroit des cours vu sous l'angle de l'initiative qu'ils permettent.

En entrevue, on demandait aux professeurs s'ils étaient satisfaits de l'un ou l'autre des thèmes susmentionnés, à l'exception de l'initiative permise par la situation d'apprentissage, à propos de laquelle on leur demandait d'évaluer si les étudiants étaient satisfaits de la situation. Dans chacun des cas, les professeurs manifestent plus de satisfaction que les étudiants. Il appréciaient davantage que les étudiants, les activités et les méthodes pédagogiques. Ils sont plus satisfaits qu'eux du travail accompli par les étudiants et des acquisitions réalisées par eux. Enfin, ils surevaluaient le degré de satisfaction des étudiants à l'endroit de l'initiative que leur permettent de prendre les conditions dans lesquelles les cours sont donnés.

5.3.2 Comment se comparent les résultats de cette étude qualitative à ce qui se dégage des questionnaires de perceptions des étudiants et des professeurs?

La comparaison des résultats aux échelles G et P et des résultats de l'analyse d'évolution des classes PFL fait ressortir les similarités suivantes:

TABLEAU 5.3.1-15-

Variation des résultats en fonction du rôle dans la classe

Variation des résultats en fonction du rôle dans la classe					
TABLEAU 5.3.1-15-					
Variation des résultats en fonction du rôle dans la classe					
Dimension de la situation d'apprentissage	Rôle	N	M	écart. type	quotient F
1. Somme de travail fournie	Etudiant (1) Professeur (2)	288	4.36	1.28	2.52
2. Satisfaction relative au travail accompli	1	288	4.21	.97	4.68*
	2	46	4.54	.88	
3. Satisfaction relative aux acquisitions réalisées	1	291	4.41	.96	13.85**
	2	46	4.97	.90	
4. Sentiment global face au cours	1	288	1.61	1.00	1.12
	2	45	1.44	.81	
5. Satisfaction relative aux activités pédagogiques	1	293	4.45	.99	22.86**
	2	48	5.18	.86	
6. Satisfaction relative aux méthodes pédagogiques	1	285	4.34	1.00	15.74**
	2	45	4.97	.96	
7. Satisfaction relative aux initiatives permises	1	273	4.28	1.00	6.26*
	2	47	4.68	.98	
8. Pourcentage des choix exprimés	1	267	.72	.31	3.82
	2	43	.82	.22	
9. Pourcentage des rejets exprimés	1	206	.22	.23	.43
	2	25	.18	.07	
* Différences significatives à .05					
** Différences significatives à .01					

La comparaison des témoignages des "tout nouveaux" et des "anciens" (groupe contrôle et groupe expérimental) fait apparaître des différences significatives sous cinq (5) aspects différents.

Les nouveaux sont plus satisfaits des apprentissages réalisés et plus satisfaits des activités pédagogiques que ne le sont les "anciens". Ils expriment plus de choix positifs et moins de rejets que les anciens. Enfin, leur sentiment global face au cours est plus positif que celui des anciens.

Ces résultats parlent d'eux-mêmes. Ils indiquent une plus grande satisfaction générale, une plus grande harmonie au sein des groupes de débutants qu'au sein des groupes d'anciens.

Par ailleurs, au niveau des choix et des rejets, on pourrait maintenir ici l'hypothèse que nous formulons à propos des différences observées en fonction du niveau d'apprentissage: plus les étudiants sont avancés, plus les choix et les rejets qui procèdent de leur différenciation en tant qu'étudiants sont clairs et nombreux. Cela permettrait de ne pas juger nécessairement comme une situation plus heureuse le plus grand nombre de choix et le moins grand nombre de rejets observés chez les nouveaux.

5.3.1.4 La variation des résultats en fonction du rôle dans la classe: professeur et étudiant

Les perceptions que l'on a de la situation de classe peuvent varier suivant le rôle qu'on joue dans cette situation. Le tableau 5.1.3-15- présente les différences dans les perceptions des composantes de la situation de classe selon le rôle qui y est tenu par l'individu, à savoir: le rôle d'étudiant et le rôle de professeur.

Le tableau 5.1.3-14- ne fait état que de dix (10) différences statistiquement significatives sur un total possible de trente-six (36). Nous allons les décrire en fonction de nos facteurs de variation.

a) Variations liées aux méthodes

Quatre (4) dimensions de la situation d'apprentissage semblent influencées par la méthode globale suivant laquelle l'étudiant est formé. Il appert que les différences observées vont toujours dans le même sens. Les étudiants qui apprennent selon la méthode propre à l'enseignement de l'anglais au Bureau des langues sont plus satisfaits du travail fait et des acquisitions réalisées que ceux qui apprennent suivant une autre méthode; leur sentiment global face à leur cours est plus positif et ils expriment plus de choix positifs explicites de leurs collègues que les autres.

Il est à noter que la somme de travail fournie n'est pas perçue différente suivant l'utilisation d'une méthode ou d'une autre.

b) Variations liées au niveau d'apprentissage

Les étudiants du niveau 2 (donc les plus avancés dans l'apprentissage de la langue seconde) expriment davantage de rejets explicites de certains de leurs collègues que ne le font ceux du niveau 1. Ce résultat apparaît surprenant au premier abord; il ne semble pas y avoir de lien à priori entre le niveau d'apprentissage et le nombre de rejets exprimés. Dans un second regard, cependant, ce résultat donne à penser que les étudiants plus avancés ayant d'une part des objectifs d'apprentissage plus clairs et plus définis face auxquels ils sont plus déterminés, s'étant d'autre part différenciés davantage entre eux quant à leur niveau de développement, leur rythme d'apprentissage et leur méthode préférée d'apprentissage, seraient plus aptes que les étudiants du niveau 1 à ressentir les conditions d'apprentissage défavorables, à les identifier et à les exprimer. Et c'est ce qui se manifesterait dans le cas spécifique de l'identification des collègues avec lesquels ils préféreraient ne pas continuer d'apprendre.

TABLEAU 5.3.1-14- (suite)

Variation des résultats en fonction de la méthode utilisée, du niveau d'apprentissage et de l'ancienneté

Facteur de variation 3: Ancienneté

Dimension de la situation d'apprentissage

Identification N M écart. type F

1.	Somme de travail fournie	Nouveau (N)	53	4.41	1.25	.53
		Anciens (A)	235	4.35	1.29	
2.	Satisfaction relative au travail accompli	N	55	4.32	.77	.94
		A	233	4.18	1.01	
3.	Satisfaction relative aux acquisitions réalisées	N	56	4.64	.88	3.98*
		A	235	4.35	.97	
4.	Sentiment global face au cours	N	54	1.33	.80	5.17**
		A	234	1.67	1.03	
5.	Satisfaction relative aux activités pédagogiques	N	56	4.71	.78	4.64*
		A	237	4.39	1.03	
6.	Satisfaction relative aux méthodes pédagogiques	N	53	4.56	.74	3.23
		A	232	4.29	1.04	
7.	Satisfaction relative aux initiatives permises	N	56	4.23	1.02	.20
		A	217	4.30	.99	
8.	Pourcentage des choix exprimés	N	54	.85	.20	11.60**
		A	213	.69	.32	
9.	Pourcentage des rejets exprimés	N	52	.14	.21	7.52**
		A	154	.24	.23	

TABLEAU 5.3.1-14- (suite)

Variation des résultats en fonction de la méthode utilisée, du niveau d'apprentissage et de l'ancienneté

Facteur de variation 2 : Niveaux

Dimension de la situation d'apprentissage	Identification	N	M	écart. type	F
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1. Somme de travail fournie	1	170	4.41	1.25	1.53
2. Satisfaction relative au travail accompli	1	168	4.10	.99	3.51
3. Satisfaction relative aux acquisitions réalisées	1	170	4.40	.93	1.16
4. Sentiment global face au cours	1	169	1.66	1.02	.08
5. Satisfaction relative aux activités pédagogiques	1	172	4.41	.99	.28
6. Satisfaction relative aux méthodes pédagogiques	1	169	4.36	1.00	2.64
7. Satisfaction relative aux initiatives permises	1	158	4.30	1.00	.01
8. Pourcentage des choix exprimés	1	154	.70	.29	.25
9. Pourcentage des rejets exprimés	1	125	.21	.20	10.63**
	2	59	.67	.38	
	2	29	.36	.28	

Facteur de variation 1: Méthode

Dimension de la situation d'apprentissage	Identification	N	M	écart. type	F quotient
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9. Pourcentage des rejets exprimés	DC	108	.26	.24	2.23
	FC	11	.27	.13	
	AT	21	.12	.18	
	AN	14	.23	.24	

TABLÉAU 5.3.1-14-

Variation des résultats en fonction de la méthode utilisée, du niveau d'apprentissage et de l'ancienneté

Facteur de variation 1 : Méthode

Dimension de la situation d'apprentissage

Identification

N

M

écart. type

F

quotient

1.	Somme de travail fournie	Dia.-Can. (DC)	165	4.31	1.37	0.62
		Fr.-Cour. (FC)	12	4.75	1.28	
		A.-Tr. (AT)	27	4.51	.84	
		Anglais (AN)	31	4.25	1.18	
2.	Satisfaction relative au travail accompli	DC	165	4.18	.94	3.63*
		FC	12	4.08	1.50	
		AT	27	3.74	1.02	
		AN	29	4.62	1.04	
3.	Satisfaction relative aux acquisitions réalisées	DC	167	4.29	1.02	3.20*
		FC	12	4.58	1.16	
		AT	25	4.12	.72	
		AN	31	4.80	.70	
4.	Sentiment global face au cours	DC	163	1.73	1.06	6.24**
		FC	12	2.33	1.15	
		AT	28	1.75	1.07	
		AN	31	1.03	.18	
5.	Satisfaction relative aux activités pédagogiques	DC	166	4.35	1.09	2.03
		FC	12	4.16	.83	
		AT	28	4.28	.93	
		AN	31	4.80	.74	
6.	Satisfaction relative aux méthodes pédagogiques	DC	163	4.27	1.11	2.48
		FC	12	4.25	1.13	
		AT	27	3.96	.70	
		AN	30	4.70	.75	

* Différences significatives à .05

** Différences significatives à .01

5.3.1.3 La variation des résultats en fonction de la méthode pédagogique globale, du niveau d'apprentissage et de l'ancienneté au Bureau des langues

Il est permis de penser que certaines dimensions de la situation d'apprentissage puissent subir l'impact de la méthode suivant laquelle l'étudiant apprend, ou encore que ces dimensions apparaissent sous des dehors différents suivant le niveau où se situe l'apprentissage ou suivant le moment de la formation de l'étudiant.

Les résultats qui suivent témoignent des variations observées de certaines dimensions de la situation d'apprentissage en regard des paramètres susmentionnés. Le tableau 5.3.1-14- des pages suivantes présente l'ensemble des variations significatives observées⁸².

⁸² Pour les dimensions de la situation qui se prêtent à une analyse quantitative, des analyses de variance ont été effectuées afin de déterminer les variations significatives ($\alpha .01$ ou $\alpha .05$).

Il ressort clairement du tableau précédent que toutes les formes de satisfaction sont fort reliées entre elles. Les corrélations les plus élevées (.35 et plus) qu'on observe sont cependant les suivantes:

- Le sentiment global face au cours est relié
- à la satisfaction par rapport aux acquisitions réalisées
- à la satisfaction par rapport aux méthodes pédagogiques
- à la satisfaction par rapport aux activités pédagogiques
- La satisfaction par rapport aux acquisitions réalisées est reliée
- à la satisfaction par rapport aux activités pédagogiques
- à la satisfaction par rapport aux méthodes pédagogiques
- à la satisfaction par rapport aux initiatives permises
- en classe
- La satisfaction par rapport aux activités pédagogiques
- est reliée
- à la satisfaction par rapport aux méthodes pédagogiques
- à la satisfaction par rapport aux initiatives permises
- La satisfaction par rapport aux méthodes pédagogiques est reliée
- à la satisfaction par rapport aux initiatives permises.

TABLÉAU 5.3.1-13-

Intercorrélations des composantes psycho-sociales
de la situation d'apprentissage

Composantes									
1	2	3	4	5	6	7	8	9	10
1. sentiment global	.49*	.37*	.44*	.16*	.23*	.33*	.08*	-.17*	.14
2. satistf./acquisitions	.50*	.60*	.13*	.38*	.49*	.14	-.13	.17*	
3. satistf./activités pédagogiques	.56*	.08	.25*	.37*	.16	-.08	.15		
4. satistf./méthodes pédagogiques	.17*	.38*	.46*	.06	-.10	.09			
5. somme de travail fournie			.34*	.14*	.00	-.00	.00		
6. satistf./travail fait			.34*	-.01	-.03	.00			
7. satistf./initiatives permises			.08	-.10	.11				
8. % de choix									
9. % de rejets									
10. % de choix - % de rejets									

* Corrélations significatives à .01

facettes de la satisfaction de l'étudiant ainsi que les variables "somme de travail fournie" et "% de choix", "% de rejets".

Le tableau 5.3.1-13- de la page suivante présente la matrice d'intercorrélations de ces variables entre elles; les corrélations significatives à .01 y sont indiquées d'un astérisque⁸¹.

⁸¹ Voir l'Appendice 2, section 2.2.1, pour les résultats détaillés.

- la maladie
- le cadre physique (locaux bruyants, mal aérés, édifice déprimant, saleté, manque de toilettes, etc.)
- les contraintes administratives (grandeur des groupes, manque de matériel, horaires, etc.)
- la situation familiale
- l'attitude personnelle de l'étudiant ("je suis dans mes mauvais jours" ou encore "je suis déterminé à ne pas comprendre, à ne pas réussir")
- la période des vacances
- le manque d'homogénéité dans le niveau d'aptitude des étudiants
- l'absence de variété dans les activités, la routine des tests
- les changements de professeur
- les changements d'étudiants.

A propos des tests, les récriminations sont de divers ordres:

- en soi, le test affecte la perspective dans laquelle se fait l'apprentissage
- le test mesure autre chose que l'apprentissage de la langue seconde, il n'est pas toujours valide
- les professeurs manquent de flexibilité dans leurs corrections
- les conditions du testing sont inacceptables (labo bruyants, rubans defectueux, etc.)
- les résultats sont souvent décourageants.

h) Les composantes de la situation qui apparaissent interreliées

Nous avons mis en relation diverses composantes psycho-sociales de la situation d'apprentissage afin d'identifier celles d'entre elles qui étaient interreliées⁸⁰. A cette fin, nous avons retenu les diverses

⁸⁰ Corrélation "r" de Pearson. Voir le "Manuel SPSS" pour la description et la programmation de cette statistique.

Les étudiants déplorent enfin l'absence de motivation du professeur, son incapacité à garder une classe éveillée, son intolérance éventuelle face à un élève qu'il ne peut contrôler et sa "personnalité faible".

8) Autres éléments favorables et défavorables de la situation d'apprentissage

Un certain nombre d'éléments différents de ceux qui ont été décrits jusqu'à maintenant viennent contribuer à la création de conditions favorables ou défavorables à l'apprentissage.

Quand on demande aux étudiants ce qui actuellement favorise le plus leur apprentissage, en plus des éléments mentionnés jusqu'à maintenant, ils indiquent principalement trois (3) éléments :

- des conversations libres
- la variété des activités
- les activités hors classe (excursions, cinéma, diners, visite de Québec, etc.).

L'attitude des étudiants face à leur propre apprentissage constitue un élément assez souvent cité comme facilitateur de l'apprentissage. Les étudiants se disent aidés par leur propre désir d'apprendre, leur participation et leur attention aux cours. Certains d'entre eux ont aussi réussi à "s'aider" en réduisant leur objectif à des proportions réalistes, en se fixant un objectif réalisable, ce qui entraîne une baisse dans la pression qu'ils ressentent.

Quant à ce qui est actuellement défavorable à leur apprentissage, les étudiants identifient les éléments suivants (par ordre de fréquence de mention) :

- Le rythme d'apprentissage
- La température (les entrevues ont eu lieu durant l'été 1975)

Ce que les étudiants déplorent chez leurs professeurs actuels

- est flexible dans l'utilisation de la méthode et sait adapter son approche aux besoins des étudiants;
- utilise bien la répétition (drill);
- fait de bonnes démonstrations avec le matériel, fournit des explications claires, prend le temps qu'il faut à cette fin;
- manie bien le feedback pour la correction des erreurs.

Au niveau des attitudes des professeurs, les étudiants déplorent principalement la tendance à critiquer:

- incompréhension de la psychologie du renforcement positif
- critique non constructive après l'examen
- impatience
- sévérité plus grande envers les élèves lents
- critique non constructive avant l'examen, intimidation.

Ils déplorent également le manque de sensibilité aux problèmes des étudiants:

- insensibilité à notre nervosité
- insensibilité à notre rythme d'apprentissage
- insensibilité au problème de la formation des adultes et aux limites des étudiants.

Les étudiants sont sensibles à la juste répartition de l'attention du professeur:

- "Le professeur choisit ses activités en fonction d'un élève sans tenir compte des autres"
- "Le professeur est toujours occupé avec quelqu'un d'autre".

- l'attrait exercé par un groupe plus homogène, plus adapté à son rythme (plus lent ou plus rapide) ou qui fournirait une possibilité de se "tester", de se comparer à de nouvelles personnes;
 - l'insatisfaction à l'endroit du professeur.
- f) Le professeur

Rappelons-nous que les étudiants sont globalement satisfaits de leurs professeurs. Nous voulons donc simplement présenter ici en résumé ce que les étudiants apprécient ou déplorent chez leurs professeurs quand tel est le cas.

Ce que les étudiants apprécient chez leurs professeurs actuels

Les étudiants semblent apprécier chez leurs professeurs des attitudes qui créent une atmosphère amicale, relaxée, gale:

- attitude informelle, relaxée
- caractère souriant, ouvert à l'expression libre
- sens de l'humour.

On aime que le professeur dirige l'apprentissage de façon positive:

- courtoisie ("ne traite pas les étudiants comme des idiots quand ils font des erreurs")
- sensible aux difficultés de l'étudiant, encourageant
- déterminé à répondre à notre désir d'apprendre
- motivé, intéressé à travailler.

Au niveau de la technique d'enseignement, les étudiants noteront que le professeur

- fait un bon choix d'activités et varie bien celles-ci;

En conclusion, il semble que l'attachement des étudiants envers leur groupe-classe soit passablement élevé. Il n'est pas toujours facile de supporter au jour le jour quelqu'un qu'on voudrait voir exclu de son groupe (et ceci se retrouve à propos de 2 étudiants sur 10) ; par ailleurs, on observe que 7 étudiants sur 10 font l'objet d'un choix explicite de la part de leurs collègues, ce qui constitue à coup sûr une source d'intégration considérable. Comme il appert, de plus, que c'est en connexion avec l'apprentissage que se réalise cette intégration, on peut affirmer que, sous l'angle de l'attachement au groupe-classe, les étudiants jouissent de conditions favorables d'apprentissage.

Il convient d'insérer ici la liste des motifs qui pousseraient l'étudiant à rester dans son groupe ou, au contraire, à préférer changer de groupe. Ces motifs recourent ceux qui sous-tendent les choix et les rejets.

Pousseraient l'étudiant à rester dans son groupe (par ordre de fréquence de mention)

- le climat général du groupe (le confort émotif qu'il offre, le sentiment de fonctionner en groupe, la proximité entre les étudiants, l'ouverture) ;

- le besoin de stabilité, la crainte de devoir se réadapter à un nouveau groupe, l'habitude, la peur de se trouver dans une situation pire que la situation actuelle.

Inciteraient, au contraire, l'étudiant à changer de groupe

- la recherche d'un meilleur climat (personnalités plus compatibles, moins de conflits interpersonnels, rapports plus personnalisés) ;

Du côté des rejets explicites concernant leurs collègues ou leurs professeurs, on retrouve la même dynamique sous-jacente. En effet, les raisons du rejet des collègues les plus fréquemment invoquées sont, dans l'ordre :

- il empêche le groupe d'aller à sa vitesse (parce que trop lent ou trop rapide), il distrait le groupe, il n'est pas motivé pour apprendre;

- nos intérêts sont différents; il a une personnalité déplaçante, il vit des conflits de personnalité avec d'autres étudiants; ils sont fermés, intolérants.

Moins fréquemment (dans moins de 10% des cas), les étudiants fonderont leur rejet sur les différences dans les niveaux d'éducation, de classification ou d'âge.

Les professeurs, quand c'est le cas, sont rejetés pour les raisons suivantes (par ordre de fréquence de mention) :

- parce qu'il est incompetent (procède mal, est confus, mal préparé, s'occupe trop des brillants ou des très lents et ne s'adapte pas au rythme moyen de la classe);
- parce qu'il a une attitude déplaçante (trop lointain, nous considère comme des enfants, ne réussit pas à communiquer avec les étudiants);
- parce qu'il n'est pas intéressé.

Pour l'ensemble des étudiants, c'est parce que la personne a une influence négative sur l'apprentissage qu'elle se verra rejetée du groupe. Cette influence peut être directe (collègue trop lent, professeur incompetent) ou indirecte (personnalité déplaçante).

Parmi les raisons des choix explicites concernant les collègues, les plus fréquemment invoquées sont les suivantes (par ordre de fréquence de mention):

- on se supporte dans l'apprentissage, on apprend les uns des autres; ils sont tolérants, ils reprennent mes erreurs sans rire de moi; ils stimulent mon apprentissage par les questions qu'ils posent ou les conversations qu'on a ensemble dans la langue seconde;

- on a la même attitude devant l'apprentissage de la langue, la même motivation d'apprendre;

- je m'entends bien avec eux, c'est confortable, nos personnalités sont compatibles, on a les mêmes intérêts;

- on est au même niveau de connaissance, on a le même rythme d'apprentissage.

Moins fréquemment (dans moins de 10% des cas), on dira qu'on choisit tels collègues parce qu'ils sont du même niveau de classification, du même âge ou du même niveau d'éducation.

Dans le cas des professeurs, c'est sa compétence qui est d'abord appréciée et, presque nez à nez avec cette dernière, son attitude de compréhension ou de patience. C'est aussi parce qu'il sait se montrer intéressé et stimulant que les étudiants décideraient de l'intégrer dans leur groupe.

Dans l'ensemble, il faut le souligner, c'est parce que la personne a une influence positive (directe ou indirecte) sur leur apprentissage que les étudiants la choisiraient.

Le tableau de la situation est ici moins reluisant qu'aux chapitres des activités et des méthodes pédagogiques, mais il reste quand même plutôt positif, les insatisfaits, près de 20%, étant en plus grande part (14.7%) des gens légèrement insatisfaits.

e) L'attachement de l'étudiant à son groupe

La proportion des choix et des rejets exprimés par l'étudiant à l'endroit des autres étudiants de la classe et de ses professeurs constitue un bon indice de son attachement à son groupe-classe; de plus, les motifs de ces choix et de ces rejets mettent en lumière les liens de ces derniers avec l'apprentissage.

La proportion des choix et des rejets

La moyenne des étudiants interrogés expriment des choix explicites vis-à-vis plus de 70% de leurs collègues quand on leur demande qui, parmi les membres de leur classe, ils choisiraient de conserver dans leur groupe si l'occasion leur était offerte de constituer un nouveau groupe. De plus, on observe très peu d'écart entre les étudiants à ce chapitre; ce pourcentage de choix est le fait de presque tout le monde. D'autre part, 80% des étudiants incluraient leurs professeurs dans ce nouveau groupe si le choix leur était offert.

Du côté des rejets explicites, les réponses indiquent que les étudiants excluraient un peu plus de 20% de leurs collègues si le choix leur était offert de reconstituer leur groupe; ce pourcentage est de plus commun à la grande majorité des étudiants. Environ 5% des étudiants excluraient explicitement leurs professeurs du nouveau groupe qu'ils constitueraient si l'occasion leur en était offerte. En plus, les commentaires d'environ 10% des étudiants laissent croire implicitement à une telle exclusion.

TABLÉAU 5.3.1-12-

La satisfaction relative aux initiatives que le cours
permet de prendre

Q. Etes-vous satisfait de cette situation?		R. Impossible Parfaitement Très Satisfait Très Parfaitement de me insatisfait insatisfait prononcer					
(0)	(1)	(2)	(3)	(4)	(5)	(6)	
f	26	2	12	44	80	118	17
%	8.7	.7	4.0	14.7	26.8	39.5	5.7
M	= 4.28						
σ	= 1.00						
	N = 299						
	(5) + (6) = 45.2						

D'autre part, pour un peu moins de 15% des étudiants, il semble qu'il n'y ait aucune initiative que peuvent permettre de prendre les conditions dans lesquelles se donnent les cours.

Satisfaction à l'endroit de la situation dans ce qu'elle
permet de prise d'initiative

Près de la moitié des étudiants se disent "très" ou "parfaitement satisfaits" de la situation vue sous l'angle de l'initiative qu'elle encourage (tableau 5.3.1-12-). Environ un quart d'entre eux se déclarent "satisfaits".

TABLÉAU 5.3.1-11-

Les initiatives prises par les étudiants

Initiatives		
fréquence de mention		pourcentage des réponses
Initiatives prises par les étudiants		
110	- faire du travail à la maison	24.9
71	- poser des questions durant les cours	16.0
31	- proposer une activité hors école	7.0
25	- organiser entièrement les périodes d'après-midi	5.7
22	- proposer un sujet de discussion	4.9
19	- proposer l'interruption et le changement d'activités	4.3
92	- diverses autres: <ul style="list-style-type: none"> engager une conversation dans la langue seconde avec des étudiants, des francophones (pour les anglophones) et le professeur; faire des suggestions au niveau de l'organisation du travail; prendre des notes en classe; etc. 	21.5

Une forte majorité de 80.9% d'étudiants se disent satisfaits à l'endroit des méthodes pédagogiques; 43.8% sont même pour ainsi dire comblés sous ce rapport. Malheureusement, près de 20% n'y trouvent pas leur compte et sont insatisfaits des méthodes utilisées ou du mode d'apprentissage préconisé. Dans la pratique, cela représente un (1) étudiant dans chaque classe de cinq (5). Il n'existe pas de données de recherche permettant de juger de la valeur critique de ce nombre c'est-à-dire d'évaluer si c'est peu ou beaucoup, si c'est normal ou pas.

Face à ce pourcentage, une administration peut simplement se demander 1) si elle a le loisir d'identifier "cet" individu qui, dans "chaque" classe de cinq, ne trouve pas que la méthode lui convienne et 2) s'il lui est possible de faire de nouveaux regroupements d'étudiants qui rendraient satisfaits un plus grand nombre de ces derniers. Cela ne devrait de toute façon pas faire perdre de vue que la grande majorité des étudiants sont satisfaits de la situation: ils apprécient les méthodes pédagogiques et l'utilisation qui en est faite.

d) Les initiatives dans la classe

Nature des initiatives

Les initiatives prises le plus souvent sont présentées au tableau 5.3.1-11-.

- 679 -

c) Les méthodes pédagogiques préférées

Par méthodes pédagogiques, nous entendons une structure plus globale que les activités pédagogiques elles-mêmes. Il s'agit aussi de modes d'enseignement. On pense ici en termes de "méthode orientée auditivement ou visuellement", "favorisant le travail individuel ou de groupe", "procédant par analyse ou par intuition", "intégrant ou non le tutorat".

Le tableau 5.3.1-10- de la page suivante, témoigne de la satisfaction des étudiants à ce chapitre des méthodes pédagogiques.

c) Les méthodes pédagogiques préférées

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Le tableau 5.3.1-10- de la page suivante, témoigne de la satisfaction des étudiants à ce chapitre des méthodes pédagogiques.

Le degré de satisfaction à l'endroit des activités pédagogiques
et fréquence d'utilisation

La très grande majorité (84%) des étudiants se disent satisfaits quant aux activités pédagogiques, le plus grand nombre d'entre eux s'avouant même "très satisfaits" (47.5%) et quelques 8.7% se disant "parfaitement satisfaits" (tableau 5.3.1-9- de la page suivante). D'autre part, la majorité (9.7%) des insatisfaits (14.1%) n'éprouvent qu'une insatisfaction légère. L'ensemble du portrait est donc fort positif et représente une condition favorable d'apprentissage en ce qui a trait aux activités pédagogiques.

- en dernier lieu, la détermination personnelle et le bénéfice tiré du travail personnel donnent une orientation positive à l'étudiant envers l'ensemble du cours.

Lorsque le sentiment global vécu à propos du cours est négatif, les sources de cet état de fait les plus fréquemment mentionnées sont:

- l'attitude négative des professeurs (voir plus loin 5.3.1.2.6), leur difficulté à adopter un rythme adéquat ou encore, leur enseignement déficient;

- l'absence d'homogénéité d'aptitudes entre les étudiants.

b) Les activités pédagogiques

La fréquence d'utilisation

Pour près de la moitié (46%) des étudiants, leurs activités pédagogiques préférées (répétition, théâtre, questions sur image, film, chanson, lecture, spectacles, sorties, etc.) leur sont "servies" tous les jours (tableau 5.3.1-8-). Un autre tiers (33%) peut s'y adonner plusieurs fois par semaine. A peine plus de 10% des étudiants seulement déplorent de voir aussi peu souvent leur activité préférée qu'une fois la semaine ou le mois, ou même de ne pas l'avoir encore rencontrée. Somme toute, les conditions sont favorables sous ce rapport pour la grande majorité des gens (80%).

Relativement peu d'étudiants ont à rapporter des sentiments "négatifs". Seulement 13,3% d'entre eux se disent "insatisfaits", "ennuyés", "appréhensifs", "démotivés". Enfin, un nombre peu imposant mais "toujours" trop considérable d'étudiants (8,3%) connaissent le découragement ou le sentiment d'impuissance face à une matière dont ils se sentent saturés, dégoûtés, et cela, à un point tel qu'ils sont en train d'envisager d'abandonner leur cours.

Parmi les sources de satisfaction ou de sentiment global positif à l'endroit du cours, les plus fréquentes seraient :

- la perception d'avancer, de faire des progrès; cela peut tenir tant à la quantité des apprentissages réalisés qu'à la réussite à un test ou à la réalisation d'un apprentissage particulier (par exemple, de pouvoir s'exprimer davantage dans la langue seconde); dans la même ligne d'idée, les apprentissages ou les contenus perçus faciles sont sources de sentiment positif;

- l'enseignement du professeur, l'adéquation de la méthode qu'il utilise, la variété qu'il sait introduire dans les activités et son attitude (voir 5.3.1.2.6) sont autant de facteurs de satisfaction à l'endroit du cours; les activités de révision ou de préparation à un test contribuent également à créer un sentiment positif à l'endroit du cours;

- le groupe-classe est une autre source de satisfaction importante; si le climat est bon et si les attitudes des autres étudiants sont positives, l'étudiant en appréciera davantage son cours; enfin, les remaniements dans la composition du groupe à un départ ou à l'arrivée d'un nouvel étudiant sont appréciés par les étudiants, surtout s'ils contribuent à assurer une plus grande homogénéité d'attitudes entre eux;

TABLERAU 5.3.1-7-

Le sentiment global à l'endroit du cours

Q. Vous situant par rapport aux trois derniers jours, comment vous sentez-vous face au cours?

Rép. classifiée*
Non réponse Sentiments positifs Sentiments ambivalents Sentiments négatifs Sentiments très négatifs

(0) (1) (2) (3) (4)

f	35	447	30	87	54
%	5.4	68.4	4.6	13.3	8.3

N = 653**

* Les sentiments exprimés ont été analysés et classifiés suivant l'échelle reproduite ici.

** L'échelle de réponse représentant une mesure discontinue, nous n'incluons pas ici la moyenne et l'écart-type.

Voyons maintenant dans quelles conditions psychopédagogiques se réalise le travail de l'étudiant.

5.3.1.2 Les conditions de l'apprentissage

a) Le sentiment global à l'endroit du cours

Près de 70% des réponses des étudiants indiquent qu'ils ressentent un sentiment foncièrement positif à l'endroit du cours (tableau 5.3.1-7). En entrevue, ces étudiants se disent "satisfaits", "intéressés", "confiants", "motivés", "encouragés à travailler avec encore plus d'ardeur", etc.

TABLÉAU 5.3.1-6-

La satisfaction relative aux apprentissages réalisés

Q. Diriez-vous que vous êtes plutôt satisfait ou plutôt insatisfait de cet apprentissage?

R. Impossible Parfaitement Très Insatisfait Satisfait Très Parfaitement
de me insatisfait insatisfait
prononcer satisfait satisfait

(0) (1) (2) (3) (4) (5) (6)

f	8	3	10	24	109	117	28
%	2.3	0.9	2.9	6.9	31.4	33.7	8.1

M = 4.41

$\sigma = 0.96$ N = 299

d) La satisfaction relative aux apprentissages réalisés

Sans entrer dans le contenu même des apprentissages (vocabulaire, grammaire, prononciation, etc.), il appert que ces acquisitions génèrent une bonne dose de satisfaction ($M = 4.41$, tableau 5.3.1-6-) chez les étudiants. Un nombre peu imposant (8.1%) se dit "parfaitement satisfait" alors que le tiers des étudiants (33.7%) se déclarent "très satisfaits". Plus de 40% des étudiants sont donc relativement comblés.

Cependant une autre proportion importante (31.4%) des étudiants se dit tout juste "satisfaite" tandis qu'un total de 10.7% des étudiants se reconnaissent ou "insatisfaits" (6.9%) ou "très insatisfaits" (2.9%) ou même "parfaitement insatisfaits" (0.9%).

Il faut donc souligner que malgré une moyenne mathématique élevée de satisfaction, près d'un tiers des étudiants ne tirent pas de leurs apprentissages récents une satisfaction qui soit vraisemblablement suffisante pour leur servir de ressort à de nouveaux apprentissages.

- 899 -

c) La satisfaction relative au travail fait

Les étudiants sont par ailleurs fort satisfaits du travail qu'ils font. Cette satisfaction ($M = 4.21$, tableau 5.3.1-5-) est équivalente à l'ampleur de la somme de travail fournie ($M = 4.36$, tableau 5.3.1-4-). La gratification tirée du travail fait annule donc la peine attachée à la tâche et l'équilibre s'en trouve maintenu. Le travail effectué n'apporte pas des fruits surabondants, mais aussi, les résultats ne sont pas décourageants en comparaison de l'effort consenti: on a le sentiment de faire du bon boulot grâce à un effort honnête.

TABIEAU 5.3.1-4-

La somme de travail fournie

Q. Durant les trois derniers jours, est-ce que vous avez travaillé à apprendre la langue seconde?

R. Impossible Excessivement Très peu de me prononcer
Excessivement Très peu Fort Très Excessivement fort

(0) (1) (2) (3) (4) (5) (6)

F	%	M = 4.36	N = 1.28
7	2.3	2.7	2.5
15	2.7	11.2	30.8
8	2.5	41.7	6.4
33	11.2		
90	30.8		
123	41.7		
18	6.4		

D'autre part, le professeur constitue un autre stimulus important et, conséquemment, un autre objet d'apprentissage important. Si pour l'enfant le rôle du professeur est assimilé inconsciemment, il n'en va pas de même pour l'adulte. Le professeur est à priori une figure d'autorité qui va peu à peu se différencier et laisser apparaître, derrière le rôle de professeur, l'homme, le représentant d'une autre culture, l'ami ou l'oppressé. Son apport étant crucial pour la réussite de son stage au Bureau des langues, le professeur ne laisse pas le fonctionnaire-étudiant indifférent. Il ne serait donc pas surprenant qu'à l'occasion de leur séjour au Bureau des langues, bon nombre d'étudiants par exemple, revisent leur notion de l'exercice de l'autorité, d'une part, et fassent l'étude de l'autre culture à travers un de ses représentants, d'autre part. C'est en ce sens que nous disons que le professeur est "objet d'apprentissage".

b) La somme de travail fournie

Les étudiants ont le sentiment de travailler fort (voir le tableau 5.3.1-4). Quarante pour cent d'entre eux répondent "très fort" à la question: "Durant les trois derniers jours, avez-vous travaillé à apprendre?"; 30% répondent "fort"; 6% d'entre eux travaillaient "excessivement fort", soit à eux seuls autant que le nombre combiné de ceux qui ont répondu ou "peu", ou "très peu" ou "excessivement peu".

Ce qui en troisième lieu retient l'attention des étudiants ce sont les activités pédagogiques réalisées tant dans le cadre formel du cours qu'en dehors des activités régulières (sorties, excursions, etc.). Douze pour cent des réponses en font mention. C'est surtout sous l'angle de l'intérêt qu'elles suscitent et de leur efficacité que les activités retiennent l'attention. En général, on trouve qu'elles ont un impact positif sur l'apprentissage. Cependant, pour ceux dont elles retiennent l'attention spontanément (et c'est le cas ici, par comparaison avec l'ensemble des étudiants dont on verra l'appréciation plus loin), les activités pédagogiques donnent lieu à une satisfaction mitigée: on est satisfait de la valeur pédagogique des activités mais on ne les trouve pas suffisamment variées. C'est donc dire qu'une partie du stimulus, au cours d'une activité pédagogique, consiste en un sentiment de déjà vu. L'attention de l'étudiant s'en trouve partagée entre combattre l'ennui et assimiler les nouveautés proprement linguistiques.

Le climat général, les tests, la méthode, le rythme d'apprentissage et la rotation des professeurs sont d'autres éléments qui retiennent l'attention, mais dans des proportions beaucoup moins considérables (5% ou moins des réponses portent sur chacun de ces thèmes). A toutes fins utiles, on ne peut pas les considérer comme des éléments saillants pour les étudiants.

Il ressort donc des données que le stimulus important pour les étudiants réside dans ce qui doit être au coeur même de leur formation, à savoir l'apprentissage d'une langue. Ce stimulus linguistique ne frappe pas toujours l'attention en lui-même cependant. Il est reçu par un étudiant très conscient de son rythme de croisière ou de son progrès. Le progrès devient lui-même stimulus. On l'observe, on le soupèse, on y prête une constante attention. Nul doute que pour le fonctionnaire fédéral, dont la carrière dépend pour beaucoup de l'issue de sa formation linguistique, le succès au cours de langue seconde constitue en soi un objet de préoccupation important. Et il apprend sans doute énormément sur sa capacité même à apprendre la langue seconde.

Ce qui retient l'attention de l'étudiant - fréquence de mention et pourcentage

TABLÉAU 5.3.1-3-

Fréquence	Pourcentage
225	20%
57	5%
204	18%
137	12%
57	5%
56	5%
45	4%
44	4%
44	4%
260	23%
Divers:	
- Le travail personnel	- le nombre d'étudiants dans la classe
- les sous-groupes	- l'homogénéité des aptitudes
- les difficultés spécifiques	- la motivation
- l'initiative possible	- le support mutuel
- Les apprentissages réalisés	- progrès réalisés
- acquisitions spécifiques	- Le professeur
- Les activités pédagogiques	- Le climat général
- Les tests	- La méthode
- Le rythme d'apprentissage	- La rotation des professeurs

a) Ce qui retient l'attention de l'étudiant - nature, satisfaction,

Impact sur l'apprentissage

Quand on demande aux étudiants ce qui a le plus retenu leur attention ou ce qui les a frappés le plus durant les trois derniers jours, ils font état de divers événements saillants touchant leur apprentissage même et/ou les conditions dans lesquelles se déroule leur apprentissage (voir le tableau 5.3.1-3- de la page suivante).

L'événement le plus frappant pour l'étudiant, c'est l'apprentissage qu'il a réalisé. Les étudiants sont très sensibles à leurs progrès, aux nouvelles acquisitions qu'ils réalisent, à la quantité de ces nouvelles acquisitions. Pas moins de 20% de leurs réponses font directement référence à ce qu'on pourrait appeler l'"expérience de la réussite" ou encore le "sentiment de maîtrise" de nouveaux acquis (voir le tableau 5.3.1-3-). Une proportion de 5% des réponses s'ajoute à ce premier pourcentage mais en référence cette fois au seul contenu des apprentissages (temps d'un verbe, prononciation, vocabulaire, etc.). Le regard que les étudiants portent sur leurs acquisitions est positif et la grande majorité d'entre eux estiment que les acquisitions récentes produisent un effet positif sur leur apprentissage: la réussite constitue un sérieux renforcement pour leur démarche.

C'est le professeur qui constitue le deuxième élément le plus saisissant de la situation pour les étudiants. Dix-huit pour cent des réponses ont trait au professeur. On en fera le plus souvent mention pour souligner une interaction heureuse avec les étudiants et une attitude ou un trait de personnalité qui favorise l'apprentissage. Cependant, sa façon de procéder ou la qualité de son enseignement font l'objet de remarques plus polarisées. Sous ce rapport, ce sont autant les faibles que les réussites qui s'imposent à l'attention des étudiants.

Plan de la présentation des résultats

1. L'étudiant et son travail
 - ce qui retient l'attention de l'étudiant - nature, satisfaction, impact sur l'apprentissage;
 - la somme de travail fournie;
 - la satisfaction relative au travail accompli;
 - la satisfaction relative aux apprentissages réalisés.
2. Les conditions psycho-pédagogiques de l'apprentissage
 - le sentiment global à l'endroit du cours;
 - les activités pédagogiques - fréquence d'utilisation, satisfaction;
 - les méthodes pédagogiques - satisfaction;
 - les initiatives dans la classe - nature, satisfaction;
 - l'attachement de l'étudiant à son groupe - choix, rejets;
 - le professeur;
 - autres éléments favorables et défavorables de la situation d'apprentissage;
 - les composantes de la situation d'apprentissage qui apparaissent interreliées.
3. La variation des résultats en fonction de la méthode pédagogique globale, du niveau d'apprentissage et de l'ancienneté au Bureau des langues.
 - variations liées aux méthodes;
 - variations liées au niveau d'apprentissage;
 - variations liées à l'ancienneté;
4. La variation des résultats en fonction du rôle dans la classe: professeur et étudiants.

Nous allons d'abord regarder les résultats qui se dégagent de cette analyse, puis nous comparerons ces résultats à ce que nous ont déjà appris, à travers leurs perceptions (questionnaires G et P), les fonctionnaires et professeurs au sujet du contexte psycho-pédagogique des PFL.

5.3.1 Quelle expérience subjective représente l'apprentissage quotidien de la langue seconde dans un PFL?

Nous avons reproduit, au tableau 5.3.1-2- de la page suivante, le plan suivi au cours de notre analyse. Il sera important de retenir, tout au long de la lecture des résultats que notre analyse porte sur l'ensemble des classes constituant notre sous-échantillon. Nous n'avons pas établi de comparaisons systématiques entre les 11 classes de FRANÇAIS et les 2 classes d'ANGLAIS.

TABLÉAU 5.3.1-1- (suite)

Répartition des participants de l'analyse d'évolution selon leur classe, la méthode d'enseignement, le niveau, etc.

étudiants										professeurs	
Numéro	Méthode	Niveau	N	N	Non	N	N	Non	Semaine	de classe d'ens.	
										étudiants entrev.	prof.
A-317	Dialogue	2	4	16	0	1	4	0	3		
C-103	Anglais	2	4	16	0	1	4	0	4		
C-114	Anglais	1	4	15	1	1	4	0	1		
Total			78	296	16	15	48	4			

TABLEAU 5.3.1-1-

Répartition des participants de l'analyse d'évolution selon leur classe, la méthode d'enseignement, le niveau, etc.

Numéro de classe d'ens.	Méthode	Niveau	étudiants				professeurs		Semaine
			N	Non	N	rép.* prof.	N	Non	

A-136	Dialogue	1	8	32	0	1	4	0	1
B-502	Dialogue	2	5	16	4	1	3	1	2
B-430	Français courant	1	3	12	0	1	4	0	3
B-438**	Dialogue	1	6	24	0	1	4	0	4
B-728	Dialogue	1	6	20	4	1	4	0	1
B-338	Dialogue	1	8	31	1	2	3	1	2
A-534	Approche traditionnelle	1	8	29	3	1	4	0	3
A-433**	Dialogue	1	8	32	0	2	3	1	4
A-427	Dialogue	1	9	35	1	1	3	1	1
A-227	Dialogue	2	5	18	2	1	4	0	2

* Non réponse: absence, changement de groupe, abandon

** Groupes de "nouveaux". Tous les autres groupes, sont des groupes d'"anciens".

Tous les étudiants et professeurs des classes composant ce sous-échantillon ont été soumis à ce régime de quatre entrevues individuelles réparties sur un mois. Au total, 296 entrevues d'étudiants et 48 entrevues de professeurs ont ainsi été réalisées. Nous avons présenté au tableau 5.3.1-1, de la page suivante, les informations relatives aux taux de participation par classe, les caractéristiques de ces classes, etc.

Les informations issues de cette sous-étude sont de deux ordres:

- des informations qui pouvaient être codifiées et soumises à un traitement statistique sommaire⁷⁸;

- des commentaires divers de nature essentiellement qualitative.

Nous avons calculé, pour les informations codifiées, des fréquences et pourcentages, des moyennes et indices de dispersion. Nous avons aussi vérifié des différences entre certaines variables à l'aide de l'analyse de la variance et analysé certaines relations (coefficients de corrélation r de Pearson) entre ces variables⁷⁹.

⁷⁸ Voir l'Appendice 2, section 2.2.1 pour l'explication détaillée du système de codification élaboré et pour les résultats informatiques calculés.

⁷⁹ Ce sont les programmes SPSS qui ont été utilisés dans tous les cas.

Cours de français langue seconde	"anciens" dans les PFL	o méthode Dialogue-Canada	o niveau 1	o classe A-136 (8 ét., 1 prof.)	
				o classe B-728 (6 ét., 1 prof.)	
				o classe B-338 (8 ét., 2 prof.)	
				o classe A-427 (9 ét., 1 prof.)	
Cours de français langue seconde	"nouveaux" dans les PFL	o méthode Français courant	o niveau 2	o classe B-502 (5 ét., 1 prof.)	
				o classe A-227 (5 ét., 1 prof.)	
				o classe A-317 (4 ét., 1 prof.)	
				o classe B-430 (3 ét., 1 prof.)	
Cours de français langue seconde	"nouveaux" dans les PFL	o méthode Approche traditionnelle	o niveau 1	o classe B-438 (6 ét., 1 prof.)	
				o classe A-534 (8 ét., 1 prof.)	
				o classe A-433 (8 ét., 2 prof.)	
				o classe B-438 (6 ét., 1 prof.)	
Cours d'anglais langue seconde	aucune méthode particulière	o méthode Dialogue-Canada	o niveau 1	o classe C-114 (4 ét., 1 prof.)	
				o classe A-433 (8 ét., 2 prof.)	
				o classe B-438 (6 ét., 1 prof.)	
				o classe C-103 (4 ét., 1 prof.)	
TOTAL: 13 classes, 78 étudiants, 15 professeurs					

Fig. 3-2 Sous-échantillon de 1'analyse d'évolution de classes au cours d'un mois typique.

Rappelons brièvement en quoi consiste l'analyse d'évolution de classes PFL dont il est question dans la présente section⁷⁶.

Cette analyse visait principalement à recueillir des témoignages sur l'expérience quotidienne de l'étudiant au Bureau des langues. Des étudiants appartenant à des groupes-classes différents, d'ancienneté différente, exposés à des méthodes différentes et de niveaux d'habileté différents (voir la figure 3-2 de la page suivante⁷⁷) étaient interrogés à quatre reprises durant un mois, à des intervalles réguliers, sur les trois derniers jours qu'ils avaient passés en classe. On les interrogeait sur ce qui avait retenu leur attention, sur la somme de travail fournie, sur leur satisfaction relative au travail accompli et aux apprentissages réalisés; également, on les interrogeait sur les conditions dans lesquelles s'était déroulée leur apprentissage.

À la lecture de la figure 3-2, on notera que ce sous-échantillon est, par certaines caractéristiques, assez représentatif "quantitativement" de la population des fonctionnaires et professeurs des PFL. Il est constitué en effet principalement de gens suivant des cours de FRANÇAIS mais aussi de quelques personnes suivant des cours d'ANGLAIS, de plus d'"anciens" que de "nouveaux", principalement de gens suivant la méthode "Dialogue Canada" (la méthode la plus employée dans les PFL), de classes de niveaux 1 et 2, etc.

⁷⁶ Voir le chapitre 3, section 3.2 pour la description de cette sous-étude.

⁷⁷ Nous avons déjà présenté cette figure dans le chapitre de méthodologie (p. 191).

Chez les fonctionnaires-étudiants francophones, la perception d'une ou l'autre composante du contexte psycho-pédagogique varie assez souvent en fonction de leurs valeurs, de leurs perceptions du contexte organisationnel antérieur à leur formation, de leurs attitudes et de l'évaluation que leurs professeurs font de leur habileté linguistique.

L'importance que les fonctionnaires-étudiants francophones accordent aux valeurs "ambitieux", "capable", "logique", "polit" et "maître de soi" intervient à des degrés divers et avec une fréquence variable dans la perception du contexte psycho-pédagogique.

La perception que les fonctionnaires-étudiants francophones ont de l'absence de support de l'autorité à l'usage du français au travail détermine négativement leur perception de nombreuses (8) composantes du contexte psycho-pédagogique, principalement leur perception du niveau de compétence linguistique attendu au terme du cours et leur perception de l'efficacité du Bureau des Langues.

L'attitude positive des fonctionnaires-étudiants francophones envers l'apprentissage du français intervient souvent (à 10 reprises) dans leur perception du contexte psycho-pédagogique. Pareille attitude est particulièrement importante dans l'accroissement de leur intérêt pour la matière au cours de la formation et dans leur degré de motivation à apprendre la langue française.

Enfin l'évaluation positive que les professeurs font de l'habileté des étudiants francophones à lire en anglais intervient à 7 reprises dans la variation de la perception que les étudiants ont du contexte psycho-pédagogique, principalement en ce qui a trait à leur satisfaction par rapport au cours et à leur perception de l'efficacité du Bureau des Langues; elle joue positivement dans le premier cas et négativement dans le deuxième cas.

Les résultats présentés dans la section 5.2.4 ont permis de

conclure que, bien que les scores n'étaient pas toujours très élevés, les francophones étaient intéressés à apprendre la langue seconde.

C'est la variable attitude envers l'apprentissage qui était la plus

clairement positive et c'est cette même variable qui est la plus liée aux perceptions du contexte psycho-pédagogique. On peut donc conclure que cet élément est favorable.

Au sujet du milieu organisationnel, les résultats présentés

dans la section 5.2.5 démontrent que le fonctionnaire adhère à son

groupe de travail mais qu'il n'est pas beaucoup supporté à l'apprentissage et à l'utilisation de la langue seconde. Ces deux composantes sont très reliées aux perceptions du contexte psycho-pédagogique. Comme

l'adhésion influence les perceptions, on peut dire que c'est un élément favorable. Par ailleurs, le support apporté par les supérieurs a aussi beaucoup d'influence et est, en même temps, faible; cet élément serait donc défavorable.

Malgré l'influence positive des attitudes et celle, en partie positive, des composantes du milieu organisationnel et des variables de rendement, un certain nombre de conditions demeurent problématiques.

Etant donné que les variables indépendantes n'expliquent, en moyenne, que 36 p. 100 de la variation des perceptions, il semble que même si le fonctionnaire avait des attitudes plus positives, des perceptions plus

favorables du milieu organisationnel, il continuerait d'énumérer certains éléments qui ne facilitent pas l'apprentissage.

relation avec une vision positive des aspects pédagogiques. Le support venant des supérieurs à l'utilisation de la langue seconde a aussi beaucoup de liens avec la motivation à apprendre, l'intérêt pour la matière, des attentes plus élevées.

Quelle image du fonctionnaire-étudiant francophone découle de l'interaction de toutes ces variables?

Les résultats qui découlent des perceptions des fonctionnaires des conditions du contexte psycho-pédagogique conduisaient aux conclusions suivantes:

certains éléments étaient favorables:

- la compétence des professeurs,
- la pédagogie en général,
- les attentes vis-à-vis de l'issue du cours,
- l'intérêt pour l'apprentissage chez un bon nombre d'étudiants.

certains éléments étaient défavorables:

- le degré de centration du cours sur le ECL,
- le ECL comme source de tension,
- le manque de motivation d'un certain groupe d'étudiants,
- le manque d'homogénéité des groupes d'étudiants.

On a vu que ce sont surtout les variables du rendement scolaire, les attitudes envers la langue seconde et les composantes du milieu organisationnel qui expliquaient en partie les perceptions des conditions psycho-pédagogiques. Les variables du rendement scolaire ayant été étudiées par le Groupe B, nous centrerons notre attention sur les attitudes et le milieu organisationnel.

sérieux est en relation avec une meilleure image de l'évaluation et de l'habileté linguistique.

Les valeurs

Ces variables sont en relation surtout avec les groupes 1 et 4. La valorisation de:

- la politesse est liée aux perceptions positives de plusieurs aspects pédagogiques,
- l'initiative rend plus critique vis-à-vis de ces mêmes aspects,
- l'ambition fait mieux accepter les problèmes liés au ECL,
- l'ouverture d'esprit amène des vues plus positives sur la cohésion et le matériel pédagogique.

Les attitudes et la motivation

Ces variables sont reliées surtout avec les composantes des groupes 1 et 2. La motivation instrumentale, les attitudes positives et l'encouragement de la famille et des amis amènent des perceptions positives de la pédagogie et plus de motivation à apprendre.

Le rendement scolaire

Les relations sont nombreuses avec les groupes 1 et 3. Un rendement scolaire élevé va de pair avec une perception positive des aspects pédagogiques mais rend plus critique devant le travail accompli.

Les composantes du milieu organisationnel

Ces composantes sont surtout reliées aux groupes 1 et 2. Le fonctionnaire qui perçoit positivement son milieu de travail perçoit de la même façon le contexte psycho-pédagogique. Ce sont surtout les composantes portant sur l'adhésion au groupe de travail qui sont en

Si nous examinons le contenu de ces régressions, nous pouvons observer le jeu d'interactions entre les différentes variables.

Les caractéristiques socio-biographiques

Ces variables présentent des liens rares et isolés avec les composantes psycho-pédagogiques. Par exemple, les fonctionnaires jeunes ont tendance à avoir des perceptions plus positives de la pédagogie et à être plus satisfaits du travail accompli. Les gens dont le niveau d'éducation est élevé perçoivent plus positivement leur habileté linguistique. Ces intercorrélatons étant peu nombreuses et non organisées, il est difficile d'en tirer des conclusions.

Les variables d'intelligence

Ces variables n'expliquent à peu près aucune composante; les gens plus intelligents auraient des attentes plus élevées quant au niveau de compétence linguistique.

Les aptitudes linguistiques

Ici aussi, les liens sont très rares. Les fonctionnaires qui ont des aptitudes élevées perçoivent plus positivement leur habileté mais sont plus critiques à l'endroit du cours et du Bureau des langues.

Les traits de personnalité

Ces variables sont en relation avec tous les groupes de composantes. Cependant, comme ces variables sont souvent différentes d'une relation à l'autre, il est difficile d'en faire la synthèse. Si nous tentons de résumer les intercorrélatons qui se répètent, nous obtenons les données suivantes: le trait "maître de soi" va de pair avec les éléments favorables des groupes 1 et 2: plus de motivation, perception plus positive de ses habiletés et de la pédagogie. Le trait: réaliste, sûr de soi est relié à des perceptions plus positives de la cohésion, de l'évaluation et à moins de tension due au ECL. Le trait:

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

16. SATISFACTION RELATIVE AU COURS

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Eval. prof. habil. à lire	.19	.19	.43	-.43
2. Absence support autorité	.08	.28	.52	-.31
3. N. moyen de leçons couv.	.04	.32	.56	.29
4. Pratique - imagi-natif	.02	.34	.58	-.21
5. ECL/LKE parler	.01	.35	.59	-.23

TABLÉAU 5.2.6.2-5- (suite)
 Variables les plus importantes* dans l'explication de la composante
 15. VARIATION DE L'INTERET POUR LA MATIERE
 chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.16	.16	.40	.40
2. Support famille-amis	.02	.19	.44	.27
3. Imaginatif	.01	.20	.45	-.09
4. Absence support autorité	.01	.21	.46	-.20
5. Adh�rence gp. travail	.01	.23	.47	-.02

TABLEAU 5.2.6.2-5- (suite)
Variables les plus importantes* dans l'explication de la composante
14. HABILITE LINGUISTIQUE PERCUE
chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Eval. prof. habil. comprend.	.15	.15	.38	.38
2. Résist. quitter gp. travail	.09	.24	.49	-.37
3. Anxiété + et -	.05	.30	.55	.28
4. Compréhension auditive	.03	.33	.57	.32
5. Désinvolte - maître de soi	.02	.36	.60	.18
6. Humble - pèremp.	.01	.38	.61	.28
7. Maître de soi	.01	.39	.62	.16
8. Niveau d'éducation	.01	.40	.63	.32
9. Sobre - insouciant	.01	.41	.64	.29
10. Motivation instru-mentale	.01	.42	.65	-.29

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

13. ADEQUACITE DU MATERIEL PEDAGOGIQUE

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Norme parler	.14	.14	.37	.37
2. Polt	.04	.18	.43	-.20
3. Anxiété usage L ₂	.02	.21	.46	.33
4. Adhérence gp. travail	.03	.25	.50	.14
5. Large d'esprit	.01	.26	.51	.19
6. Eval. prof. habil. à lire	.01	.28	.53	-.27
7. Norme écrire	.00	.29	.54	.22
8. Norme comprendre	.00	.29	.54	.31
9. Norme lire	.01	.31	.55	.29

TABLEAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

12. SATISFACTION DU TRAVAIL ACCOMPLI

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. N. moyen de leçons couv.	.10	.10	.32	.32
2. Utilité L ₂ pour organis.	.05	.16	.40	-.21
3. Eval. prof. habil. à lire	.04	.21	.45	-.21
4. Age	.04	.25	.50	.24
5. Attitudes apprentis. L ₂	.03	.28	.53	.22
6. ECL/LKE comprendre	.04	.32	.57	-.18
7. Motivation intégrative	.00	.33	.57	-.15
8. ECL/LKE parler	.00	.34	.58	-.20
9. Norme comprendre	.02	.36	.60	.23

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

11. ADEQUACITE DE L'EVALUATION DE L'APPRENTISSAGE

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Support famille-amis	.07	.07	.26	.26
2. Eval. prof. habil. comprend.	.04	.11	.33	.21
3. Résist. quitter gp. travail	.03	.14	.38	.19
4. Catégorie de salaire	.02	.17	.41	-.17
5. Direct - perspicace	.01	.18	.43	.17

TABLÉAU 5.2.6.2-5- (suite)
Variables les plus importantes* dans l'explication de la composante
10. ADEQUACITE DU RYTHME D'ENSEIGNEMENT
chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Eval. prof. habil. à lire	.06	.06	.24	-.24
2. Attitudes apprentis. L ₂	.05	.12	.34	.22
3. Motivation instrumen- tale	.04	.16	.40	-.17
4. ECL/LKE parler	.03	.19	.44	-.23
5. Absence support autorité	.03	.23	.48	-.24
6. Désinvolte - maître de soi	.02	.26	.51	.24
7. Hométe	.03	.29	.54	.23
8. Absence renforç. usage L ₂	.02	.32	.56	-.23
9. Résist. sup. au congé PFL	.01	.33	.57	-.22

TABLEAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

9. LE ECL COMME SOURCE DE TENSION

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
---------------------	----------------------------------	----------------------------------	--------------------------------	------------------------------

1. Intelligence (Otis)	.06	.06	.25	-.25
2. Logique	.06	.12	.35	-.24
3. Emotif - stable	.08	.21	.45	-.23
4. Inflexible - doux	.05	.26	.51	-.23
5. Ambitieux	.05	.31	.56	.22
6. Attitudes apprentis L ₂	.03	.34	.59	-.23
7. Intelligence (Cattell)	.01	.36	.60	-.17

TABLEAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

8. DEGRE DE CENTRATION DU COURS SUR LE ECL

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Ambitieux	.08	.08	.29	.29
2. Timide - aventureux	.07	.16	.40	-.21
3. Absence support autorité	.03	.20	.44	.26
4. Obéissant	.03	.23	.48	-.20
5. Attitude apprentis. L ₂	.02	.26	.51	-.21
6. N. moyen de leçons couv.	.01	.28	.53	-.17
7. Conform. - chercheur	.01	.30	.54	-.21
8. Catégorie de salaire	.01	.31	.55	.17

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

7. CAPACITE DES EVALUATIONS FAITES A RENSEIGNER SUR LES PROGRES

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
------------------	----------------------------	----------------------------	--------------------------	------------------------

1. Norme comprendre	.11	.11	.32	.33
2. Inflexible - doux	.07	.18	.43	.22
3. Polt	.04	.23	.48	-.23
4. Dépendant - indé- pendant	.02	.25	.50	-.22
5. Anxiété usage L ₂	.02	.28	.52	.25
6. Intérêt langue étrangère	.01	.29	.54	-.24
7. Support famille-amis	.02	.32	.57	.28
8. Résist. sup. au congé PFL	.01	.34	.58	-.16
9. Sobre - insouciant	.01	.35	.59	-.16
10. Obéissant	.01	.38	.61	-.18
11. Usage L ₂ hors travail	.01	.38	.61	-.19

TABLEAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

6. DEGRE DE MOTIVATION A APPRENDRE LA L₂

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.15	.15	.38	.38
2. Support famille-amis	.05	.20	.45	.35
3. Absence support gp. travail	.03	.24	.49	-.24
4. Utilité L ₂ pour organis.	.02	.26	.51	.26
5. Propre	.02	.29	.54	-.20
6. Désinvolte - maître de soi	.01	.21	.55	.19
7. Absence support autorité	.01	.32	.56	-.23

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

5. NIVEAU DE COMPÉTENCE LINGUISTIQUE ATTENDU

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Absence support autorité	.15	.15	.39	-.39
2. Maître de soi	.07	.23	.48	-.28
3. Emotif + et -	.03	.26	.51	-.22
4. Honnête	.02	.28	.53	.20
5. Détendu - tendu	.01	.30	.55	.17
6. Intelligence (Otis)	.01	.32	.57	.17
7. Attitudes apprentis. L ₂	.01	.33	.58	.19

TABLÉAU 5.2.6.2-5- (suite)
Variables les plus importantes* dans l'explication de la composante
4. EFFICACITÉ DU BUREAU DES LANGUES
chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Eval. prof. habil. à lire	.15	.15	.39	-.39
2. Absence support autorité	.10	.26	.51	-.34
3. N. moyen de leçons couv.	.07	.33	.57	.36
4. Age	.03	.37	.61	.24
5. Résist. quitter gr. travail	.02	.40	.63	.23
6. Compréhension écrite	.02	.42	.65	-.16
7. Attitudes apprentis. L ₂	.02	.45	.67	.18
8. Norme comprendre	.02	.47	.68	.27
9. Poli	.01	.48	.69	-.19
10. Support famille-amis	.02	.50	.71	.17

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante
3. SATISFACTION A L'ENDROIT DES PROFESSEURS

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Support famille-amis	.08	.08	.29	.29
2. Eval. prof. habil. à lire	.07	.15	.39	-.28
3. Résist. quitter gr. travail	.04	.20	.45	.27
4. Compréhension écrite	.04	.25	.50	-.21
5. Anxiété usage L ₂	.01	.26	.51	.28
6. Adhérence gr. travail	.01	.30	.55	-.07
7. Imaginatif	.01	.32	.56	.20

TABLÉAU 5.2.6.2-5- (suite)

Variables les plus importantes* dans l'explication de la composante

2. COHESION DU GROUPE D'APPRENTISSAGE

chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.07	.07	.27	.27
2. Capable	.06	.14	.37	-.25
3. Motivation instru- mentale	.03	.18	.42	-.20
4. Large d'esprit	.04	.22	.47	.21
5. Absence support autorité	.02	.25	.50	-.24
6. Inflexible - doux	.02	.27	.52	-.18
7. Occasions de contact L ₂	.03	.30	.55	-.22

TABLÉAU 5.2.6.2-5-

Variables les plus importantes* dans l'explication de la composante
1. VALEUR DE LA METHODE PEDAGOGIQUE EMPLOYEE
chez les fonctionnaires de l'échantillon PENDANT francophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
---------------------	----------------------------------	----------------------------------	--------------------------------	------------------------------

1. Eval. prof. habil. à lire	.09	.09	.30	-.30
2. Attitudes apprentis. L ₂	.06	.15	.38	.24
3. Résist. quitter gr. travail	.08	.23	.48	.25
4. Age	.06	.30	.54	.21
5. Imaginatif	.03	.34	.58	.22
6. Adhérence groupe travail	.02	.36	.60	.25
7. Ind. confiance - consc.	.02	.39	.62	.18
8. Polt	.01	.41	.64	-.25

N.B. N'ont été retenues que les variables
significatives contribuant à 1 p. 100 (.01)
et plus de la variance.

* Résultats de la régression multiple par étapes (voir le "Manual SPSS"
pour la description détaillée de cette technique et de la programmation
suivie.

Groupe 3: Les composantes qui concernent la satisfaction vis-à-vis du programme:

- Le niveau de compétence linguistique attendu à la fin du cours,
- la satisfaction du travail accompli,
- la satisfaction relative au cours.

Groupe 4: Les composantes qui concernent le ECL:

- Le degré de centration du cours sur le ECL,
- le ECL comme source de tension.

Voici quelle proportion de la variance est expliquée en moyenne par chaque groupe de composantes:

- groupe 1: 37 p. 100
- groupe 2: 34 p. 100
- groupe 3: 36 p. 100
- groupe 4: 34 p. 100

Les facteurs psychologiques et psycho-sociaux semblent expliquer à peu près également chacun des groupes de composantes. Nous verrons, dans l'étape suivante, par quel type de variables chacun des groupes est le plus expliqué.

Avec quels facteurs psychologiques ou psycho-sociaux, les groupes de composantes sont-ils le plus reliés?

Les tableaux 5.2.6.2-5- présentent les résultats des équations de régressions multiples pour chaque composante psycho-pédagogique.

sont plus importantes. On peut aussi regarder quelle proportion de la variance est expliquée pour chaque variable, en moyenne. Les pourcentages sont à peu près les mêmes sauf que :

- Les variables du rendement scolaire,
- Les variables du milieu organisationnel,
- Les attitudes et la motivation

expliquent un peu plus de variance. Toutes ces données semblent indiquer que les trois derniers types de variables apportent davantage, dans l'explication des perceptions du contexte psycho-pédagogique, que les autres variables.

Quelles composantes du contexte psycho-pédagogique sont les plus expliquées?

A partir des intercorrélations (significatives à .01) des composantes entre elles, on peut classer ces dernières en 4 groupes :

Groupe 1 : Les composantes qui concernent la pédagogie :

- La valeur de la méthode pédagogique employée,
- La satisfaction à l'endroit des professeurs,
- L'efficacité du Bureau des langues,
- La capacité des évaluations faites à renseigner sur les progrès,
- L'adéquation du rythme d'enseignement,
- L'adéquation de l'évaluation de l'apprentissage,
- L'adéquation du matériel pédagogique.

Groupe 2 : Les composantes qui concernent l'étudiant :

- La cohésion du groupe d'apprentissage,
- Le degré de motivation à apprendre la langue seconde,
- L'habileté linguistique perçue,
- La variation de l'intérêt pour la matière.

TABLÉAU 5.2.6.2-4-

Synthèse des relations importantes

Variables			
Prop. du N. de variables	Prop. de rel. im- portantes	Prop. moyenne de la var. expl.	
Caract. socio-biographiques	60%	4.9%	.03
Intelligence	100%	2.9%	.03
Aptitudes linguistiques	100%	3.3%	.02
Traits de personnalité	70%	15.7%	.03
Valeurs	55.5%	16.4%	.03
Milieu organisationnel	81.8%	20.7%	.04
Attitudes et motivation	71.4%	19.0%	.04
Rendement scolaire	53.3%	17.4%	.07

Le tableau 5.2.6.2-4- résume ce qui ressort du tableau précédent.

Si on regarde le nombre proportionnel de variables différentes qui expliquent plus de 1 p. 100 de la variance,

- les variables d'intelligence,
- les aptitudes et connaissances linguistiques,
- les composantes du milieu organisationnel,
- les attitudes et la motivation

semblent plus importantes. Par ailleurs, comme chacune des variables peut être en relation avec plus d'une composante, il faut examiner la proportion du nombre de relations importantes dues à chaque type de variables. Il semble que :

- les variables du milieu organisationnel,
- les attitudes et la motivation,
- les variables du rendement scolaire

TABLEAU 5.2.6.2-3- (suite)

Variables qui ressortent* dans l'explication des 16 composantes du CONTEXTE PSYCHO-PEDAGOGIQUE chez les fonctionnaires francophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Rendement scolaire linguistique:</u>																
<u>résultats au ECL:</u>																
habileté à comprendre																.04
habileté à parler										.03						.01
<u>N moyen de leçons couvertes</u>																
					.07					.01						.04
<u>Evaluation des professeurs:</u>																
habileté à lire		.09		.07	.15					.06		.04	.01			.19
habileté à comprendre										.04				.15		
<u>Normes linguistiques:</u>																
habileté à lire						.02						.02	.01			
habileté à comprendre							.11									
habileté à parler														.14		

TABLÉAU 5.2.6.2-3- (suite)

Variables qui ressortent * dans l'explication des 16 composantes du CONTEXTE PSYCHO-PÉDAGOGIQUE
chez les fonctionnaires francophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PÉDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Milieu organisationnel antérieur:</u>																
adhérence au groupe de travail		.02		.01											.03	.01
utilité L2 pour l'organisation						.02										
absence de support de l'autorité		.02		.10	.15	.01		.03		.03					.01	.08
absence renforc. dans l'usage de L2										.02						
absence support du groupe de travail						.03										
résistance à quitter groupe de travail	.08		.04	.02							.03			.09		
usage L2 hors travail							.01									
résistance supérieurs au congé PFL							.01			.01						
occasions contact L2 au travail		.03														
<u>Attitudes et motivations:</u>																
motivation instrumentale		.03												.01		
attitude apprentis. L2	.06	.07		.02	.01	.15		.02	.05	.05		.03			.16	
intérêt langue étrangère							.01									
support famille et amis		.08	.02			.05	.02				.07				.02	
anxiété liée à l'usage L2		.01					.02						.02			

TABLEAU 5.2.6.2-3- (suite)

Variables qui ressortent* dans l'explication des 16 composantes du CONTEXTE PSYCHO-PEDAGOGIQUE chez les fonctionnaires francophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>personnalité: (suite)</u>																
inflexible - doux		.02					.07		.05							.02
pratique - imaginaire																
direct - perspicace																
conformiste - chercheur								.01								
désinvolte - maître de soi						.01				.02				.02		
détendu - tendu					.01											
anxieux + et -														.05		
dépendant - indépendant							.02									
<u>valeurs instrumentales:</u>																
ambitieux																
large d'esprit									.08	.05						
capable							.04							.01		
propre							.06									
honnête																
imaginatif							.02			.03						
logique			.03					.01								.01
obéissant																
poli							.01		.03	.06						
maître de soi		.01					.01		.04					.04		
							.07							.01		

TABIEAU 5.2.6.2-3-

Variables qui ressortent* dans l'explication des 16 composantes du CONTEXTE PSYCHO-PEDAGOGIQUE
chez les fonctionnaires francophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Caractéristiques socio-biographiques:</u>																
âge																
niveau d'éducation																
niveau de salaire																
<u>Traits psychologiques:</u>																
<u>intelligence:</u>																
Cattell: intel. non verbale																
Otis-Ottawa: intel. verbale																
connaissances linguistiques:																
test de classement: compréh. auditive																
test de classement: compréh. écrite																
personnalité:																
émotif - stabilité émotionnelle																
humble - péremptoire																
sobre - insouciant																
indigne de confiance - consciencieux																
timide - aventureux																

* Seule les variables qui expliquent 1 p. 100 et plus de la variance sont présentées ici. Les données détaillées se trouvent dans l'Appendice 3, section 3.2.2.4.

A cause de difficultés techniques, nous n'avons pu inclure les variables du concept de soi dans les équations de régressions multiples.

Bien que quelques variables indépendantes et intermédiaires ont pu être négligées au niveau de la cuelllette, on peut conclure que les perceptions du contexte psycho-pédagogique ne dépendent pas surtout de ces variables. Ceci signifie qu'un fonctionnaire perçoit une condition d'une certaine façon, en partie ($1/3$) à cause de ce qu'il est comme personne mais surtout à cause des caractéristiques mêmes de la condition.

Quel type de variables psychologiques ou psycho-sociales
est prépondérant?

Afin d'effectuer l'analyse du rôle des variables individuelles, nous n'avons retenu que celles qui expliquent 1 p. 100 et plus de la variance. Le tableau 5.2.6.2-3- présente la proportion de la variance spécifique de chacune de ces variables.

A partir de ce tableau, nous pouvons déterminer, pour chaque type de variables, quelle proportion du nombre total de variables apparaît dans les corrélations importantes, l'apport de chaque type de variables à l'ensemble des relations et la proportion moyenne de la variance expliquée.

TABLEAU 5.2.6.2-2-

Proportion de la variance expliquée

Composantes		% de la variance
Valeur de la méthode		.45
Cohésion du groupe d'appr.		.34
Satisfaction à l'endroit des prof.		.34
Efficacité du Bureau des langues		.53
Niveau de compétence ling. attendu		.35
Degré de motivation à apprendre L2		.36
Capacité des éval. à renseigner sur progrès		.42
Degré de centration du cours sur ECL		.32
ECL comme source de tension		.37
Adéquacité du rythme d'ens.		.34
Adéquacité de l'éval. de l'appr.		.18
Satisfaction du travail accompli		.37
Adéquacité du matériel pédagogique		.32
Habileté ling. perçue		.42
Variation de l'intérêt pour la matière		.24
Satisfaction relative au cours		.36

Ces proportions sont à peu près toutes du même ordre sauf pour:

- . l'adéquacité de l'évaluation de l'apprentissage et la variation de l'intérêt pour la matière qui sont moins bien appliquées;
- . l'efficacité du Bureau des langues qui est mieux expliquée.

Quelle proportion de la variance est expliquée?

Les variables individuelles mesurées expliquent en moyenne 36 p. 100 de la variance des perceptions du contexte psycho-pédagogique. Le tableau 5.2.6.2-2- présente la proportion de la variance expliquée pour chaque composante.

6	-	adéquacité du matériel pédagogique
13	-	habileté linguistique perçue
2	-	variation de l'intérêt pour la matière
7	-	satisfaction relative au cours

Les composantes qui ont le moins de liens avec les variables individuelles sont: la perception du degré de centration du cours sur le ECL, la perception de l'adéquacité de l'évaluation de l'apprentissage et la perception de la variation de l'intérêt pour la matière.

5.2.6.2 Quels sont les facteurs les plus importants?

Nous avons vu dans la section précédente quels facteurs étaient significativement reliés aux composantes du contexte psycho-pédagogique. La technique de la régression multiple permettra maintenant l'analyse de l'importance relative de ces variables dans l'explication des composantes psycho-pédagogiques. Nous avons formulé l'hypothèse que les perceptions des conditions du contexte psycho-pédagogique avaient une influence prépondérante sur la façon dont le fonctionnaire envisage l'apprentissage de la langue seconde. Dans la section 5.2.1 nous avons présenté les perceptions des fonctionnaires-étudiants; celles-ci ont permis de faire ressortir les éléments favorables et défavorables. Il s'agit maintenant de vérifier jusqu'à quel point ces perceptions peuvent être expliquées par des variables individuelles: caractéristiques socio-biographiques, traits psychologiques et attitudes. Lorsque nous parlons d'expliquer la variance nous ne prétendons pas qu'il existe une relation de cause à effet entre les caractéristiques individuelles et les perceptions mais plutôt que ces deux pôles varient ensemble; par exemple, lorsqu'une personne a une attitude positive envers l'apprentissage de la langue seconde, elle a aussi une perception positive des professeurs et vice versa.

- 15.3 p. 100 impliquent les normes linguistiques
- 14.5 p. 100 impliquent les variables du concept de soi
- 14.5 p. 100 impliquent les variables liées aux valeurs
- 12.8 p. 100 impliquent les composantes du milieu organisa-
- 11.1 p. 100 impliquent les mesures de rendement scolaire
- 08.5 p. 100 impliquent les traits de personnalité
- 04.2 p. 100 impliquent le nombre de leçons suivies
- 02.5 p. 100 impliquent les caractéristiques socio-bio-
- 02.5 p. 100 impliquent les mesures de classement
- 00.8 p. 100 impliquent les mesures de l'intelligence

Aucun type de variables ne domine vraiment. Cependant, on ne peut accorder une valeur absolue à ces pourcentages puisque le nombre de variables est inégal d'un domaine à l'autre.

Quelles composantes du contexte psycho-pédagogique ont le plus de corrélations significatives avec les variables individuelles?

Voici la liste des composantes et le nombre de corrélations significatives à .01:

- valeur de la méthode 11
- cohésion du groupe d'apprentissage 8
- satisfaction à l'endroit des professeurs 9
- efficacité du Bureau des langues 10
- niveau de compétence linguistique attendu 5
- degré de motivation à apprendre la langue seconde 7
- capacité des évaluations à renseigner sur les progrès 17
- degré de concentration du cours sur le ECL 1
- le ECL comme source de tension 6
- adéquacité du rythme d'enseignement 8
- adéquacité de l'évaluation de l'apprentissage 2
- satisfaction du travail accompli 9

Combien de facteurs ou variables ont des relations significatives avec les composantes du contexte psycho-pédagogique?

87 variables individuelles ont été mises en relation avec les 16 composantes psycho-pédagogiques. 51 de ces variables sont en corrélation significative à .01 c'est-à-dire: 57 p. 100. Le nombre de corrélations significatives à .01 est de 117.

Quelle est la force des coefficients de corrélations?

Si nous divisons les corrélations en cinq groupes, nous obtenons les données suivantes:

-	corrélations de .05 à .09:	25.0 p. 100
-	corrélations de .10 à .14:	20.3 p. 100
-	corrélations de .15 à .19:	11.8 p. 100
-	corrélations de .20 à .29:	10.6 p. 100
-	corrélations de .30 et plus:	02.5 p. 100

Les coefficients sont plutôt faibles. Ceci indique que peu de variables individuelles "expliquent" isolément les variations de perceptions du contexte psycho-pédagogique. Il est probable que ces perceptions sont plutôt liées à une constellation de variables en interaction les unes avec les autres. La prochaine étape statistique nous révélera l'importance de ces relations multiples.

Quel type de variables individuelles ont le plus souvent des corrélations significatives?

Sur les 117 corrélations significatives à .01,

- 16.2 p. 100 impliquent les facteurs d'attitudes et de motivation

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (rendement scolaire linguistique)				
	N MOYEN	NORME	LIRE	NORME	ECRIRE
	LECONS COUV.	NORME	COMPRENDRE	NORME	PARLER
1. Méthode pédag.	.19*	.22**	.11	.22*	.21*
2. Cohésion groupe	.05	.09	.07	.10	.08
3. Satist. professeurs	.16	.14	.13	.17**	.22*
4. Bureau des langues	.37**	.28**	.22**	.28**	.29**
5. Niv. compétence	.03	.01	.01	-.01	.06
6. Motivation L ₂	.05	.08	.15	.13	.11
7. Evaluation PFL	.19*	.32**	.27**	.35**	.25**
8. ECL (cours)	-.21*	-.08	-.04	-.05	-.14
9. ECL (test)	-.10	.12	.07	.15	.07
10. Rythme ens.	.25**	.13	.11	.16	.24**
11. Eval. adéq.	.10	.06	.00	.16	.11
12. Satist. travail	.29**	.22**	.11	.23**	.23**
13. Matériel pédag.	-.26**	.24**	.19*	.27**	.33**
14. Habil. perçue	-.14	-.19*	-.17*	-.19*	-.16
15. Var. intérêt	.10	.07	.04	.05	.00
16. Satist. cours	.33**	.21*	.14	.21*	.29**

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (questionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du
CONTEXTE PSYCHO-
PEDAGOGIQUE

Variables indépendantes (rendement scolaire linguistique)

1. Méthode pédag.	2. Cohésion groupe	3. Satisf. professeurs	4. Bureau des langues	5. Niv. compétence	6. Motivation L ₂	7. Evaluation PFL	8. ECL (cours)	9. ECL (test)	10. Rythme ens.	11. Eval. adéq.	12. Satisf. travail	13. Matériel pédag.	14. Habil. perçue	15. Var. intérêt	16. Satisf. cours
-04	-04	-27**	-36*	-09	-09	-08	09	-02	-32**	-04	-20*	-25*	16	-19*	-43**
-05	02	-05	-14	-13	-11	16	05	-04	-06	12	01	-09	10	-10	-22*
-05	03	-18*	-04	-01	-04	02	01	07	-04	22*	10	-10	40**	-08	-04
-04	-04	-24**	-09	-02	-13	-02	-03	-16	00	-01	16	-17	10	-01	-06

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (rendement scolaire linguistique)			
	ECL/LKE LIRE	ECL/LKE ECRIRE	ECL/LKE COMPRENDRE	ECL/LKE PARLER

1. Méthode pédag.	-.01	.04	-.09	-.20*
2. Cohésion groupe	-.12	-.11	-.16	-.14
3. Satistf. professeurs	-.03	.00	-.11	-.22*
4. Bureau des langues	-.06	-.01	-.08	-.24**
5. Niv. compétence	-.09	-.10	.09	.00
6. Motivation L ₂	-.03	-.02	-.08	-.11
7. Evaluation PFL	-.03	.03	-.23**	-.27**
8. ECL (cours)	.06	.05	.00	.14
9. ECL (test)	-.18*	-.15	-.18*	-.13
10. Rythme ens.	.00	.02	-.15	-.25**
11. Eval. adéq.	.06	.10	-.10	-.11
12. Satistf. travail	-.05	.00	-.22*	-.25**
13. Matériel pédag.	-.04	.01	-.15	-.30**
14. Habil. perçue	.00	-.03	.06	-.14
15. Var. intérêt	-.02	-.01	.10	.04
16. Satistf. cours	-.05	.00	-.13	-.27**

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (milieu organisationnel antérieur)			
	USAGE L2	EXIGENCES	RESIST. SUP	CONTACT L2

1. Méthode pédag.	-.11	-.22**	-.03	.14
2. Cohésion groupe	.06	-.20*	-.03	-.18*
3. Satisf. profes- seurs	-.06	-.12	-.04	.13
4. Bureau des langues	-.04	-.24**	-.15	.14
5. Niv. compétence	.07	-.13	-.10	.00
6. Motivation L2	.16	-.18*	-.13	-.18*
7. Evaluation PFL	-.19*	-.08	-.18*	.07
8. ECL (cours)	.00	.08	-.03	.07
9. ECL (test)	.09	-.08	.00	-.02
10. Rythme ens.	-.01	-.06	-.21*	-.05
11. Eval. adéq.	-.10	-.01	-.05	-.03
12. Satisf. travail	-.05	-.09	.03	-.01
13. Matériel pédag.	-.06	-.13	-.07	.10
14. Habil. perçue	.09	-.08	-.01	-.16
15. Var. intérêt	-.06	-.17*	-.10	-.04
16. Satisf. cours	-.08	-.20*	-.04	.14

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (milieu organisationnel antérieur)			
	ABS. RENFORC.	USAGE 1	USAGE 1	ABS. SUPPORT
			AVANT PFL GP.	TRAVAIL
			RESIST. A	QUITTER GP.

1. Méthode pédag.	-.05	.07	-.08	.25**
2. Cohésion groupe	-.06	.23**	-.15	.11
3. Satisf. profes- seurs	-.07	.14	-.20*	.24**
4. Bureau des langues	-.05	.08	-.06	.26**
5. Niv. compétence	.04	.12	-.08	.16
6. Motivation L2	-.19*	.10	-.18*	.11
7. Evaluation PFL	-.03	.10	.05	.13
8. ECL (cours)	.00	.03	.05	-.09
9. ECL (test)	.07	-.08	-.12	.02
10. Rythme ens.	-.21*	.08	-.02	.01
11. Eval. adéq.	.04	-.14	.04	.20*
12. Satisf. travail	-.03	.02	-.04	.01
13. Matériel pédag.	.02	-.04	.02	.13
14. Habil. perçue	-.16	.03	-.07	-.36**
15. Var. intérêt	-.05	.01	.06	.15
16. Satisf. cours	.00	.08	-.11	.16

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (milieu organisationnel antérieur)			
	ADHERENCE	UTILITE L	ABSENCE SUP. AUTORITES	
1. Méthode pédag.	.25**	.05		-.26**
2. Cohésion groupe	.17*	.11		-.18*
3. Satisf. professeurs	.22*	.04		-.20*
4. Bureau des langues	.22*	-.06		-.30**
5. Niv. compétence	.29**	.11		-.35**
6. Motivation L ₂	.15	.22*		-.20*
7. Evaluation PFL	.15	-.01		-.07
8. ECL (cours)	-.18*	-.11		.22*
9. ECL (test)	.10	-.06		.16
10. Rythme ens.	.14	-.02		-.23**
11. Eval. adéq.	.11	-.12		-.11
12. Satisf. travail	.18*	-.10		-.15
13. Matériel pédag.	.15	-.05		-.04
14. Habil. perçue	-.01	.00		-.07
15. Var. intérêt	.00	.17*		-.20*
16. Satisf. cours	.23**	-.03		-.32**

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

Variables indépendantes (attitudes et motivations)

	INTERET	SUPPORT	FAM. AMI	LANG. ETRAN.	ANXIETE	USAGE L
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1. Methode pedag.	-.10	.26**	.08		
2. Cohesion groupe	.08	.10	-.02		
3. Satisf. professeurs	-.11	.29**	.18*		
4. Bureau des langues	-.03	.19*	.12		
5. Niv. compétence	.03	-.04	-.04		
6. Motivation L ₂	.13	.34**	-.04		
7. Evaluation PFL	-.24**	.31**	.26**		
8. ECL (cours)	-.03	-.14	-.06		
9. ECL (test)	-.05	-.09	-.08		
10. Rythme ens.	.03	.06	.12		
11. Eval. adéq.	-.03	.23**	.11		
12. Satisf. travail	.00	.04	-.05		
13. Matériel pedag.	-.14	.06	.27**		
14. Habil. perçue	.22*	.00	-.08		
15. Var. intérêt	.20*	.27**	.02		
16. Satisf. cours	-.08	.01	.21*		

TABLEAU 5.2.6-1-(suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires francophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (attitudes et motivations)			
	MOTIVATION	MOTIVATION	INSTRUM.	APPREN. L
	ATTITUDE	ATTITUDE	ATTITUDE	AUTRE GP.

1. Méthode pédag.	.03	-.02	.27**	.15
2. Cohésion groupe	.17*	-.17*	.27**	.10
3. Satisf. professeurs	.01	.01	.14	.18*
4. Bureau des langues	.02	-.04	.19*	.04
5. Niv. compétence	.03	-.12	.19*	.00
6. Motivation I ₂	.30**	.00	.39**	.24**
7. Evaluation PFL	-.09	.30**	.01	.22*
8. ECL (cours)	-.01	.04	-.20*	.03
9. ECL (test)	.02	.09	-.21*	-.01
10. Rythme ens.	.12	-.19*	.23**	.11
11. Eval. adéq.	-.04	.12	.02	.04
12. Satisf. travail	-.19*	-.20*	.19*	-.10
13. Matériel pédag.	-.04	.12	.05	.04
14. Habil. perçue	-.01	-.24**	.13	-.08
15. Var. intérêt	.19*	-.06	.40**	-.17
16. Satisf. cours	-.05	-.08	.07	-.02

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

LOGIQUE AIMANT OBEIS- SANT
RESPON- POLI
MAITRE
SABLE
DE SOI

Variables indépendantes (valeurs KOKFACH)

1. Méthode pédag.	.00	.03	.10	-.29**	-.05	-.12
2. Cohésion groupe	-.01	.18*	.01	.01	-.18*	-.08
3. Satisf. professeurs	.10	.03	.00	-.20*	-.06	-.18*
4. Bureau des langues	.04	.00	.01	-.20*	.00	-.12
5. Niv. compétence	.06	.06	-.10	.02	.00	-.28**
6. Motivation L ₂	.02	.17*	-.01	-.26**	-.11	-.10
7. Evaluation PFL	-.15	-.10	-.21*	-.29**	.08	-.03
8. ECL (cours)	-.01	-.13	-.20*	.05	.02	.08
9. ECL (test)	-.29**	.20*	-.12	-.06	.05	-.05
10. Rythme ens.	.08	-.10	.19	.05	.11	-.07
11. Eval. adéq.	-.12	.10	-.07	-.07	-.03	-.04
12. Satisf. travail	-.05	.09	.06	-.10	.04	-.06
13. Matériel pédag.	-.02	.09	.04	-.21*	-.05	-.14
14. Habil. perçue	-.07	.07	.04	-.18*	.10	.20*
15. Var. intérêt	.05	.12	-.06	-.17*	.08	.07
16. Satisf. cours	.08	.03	-.02	-.08	.12	-.18*

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (valeurs ROKEACH)			
	IMAGI- NATIF	INDE- PENDANT	INTEL- LECTUEL	
1. Méthode pédag.	.25**	.09	.09	
2. Cohésion groupe	.07	.19*	.01	
3. Satisf. professeurs	.23**	.00	.02	
4. Bureau des langues	.16	.05	-.01	
5. Niv. compétence	.23**	.00	-.14	
6. Motivation L ₂	.11	.02	-.06	
7. Evaluation PFL	-.05	.27**	.12	.25**
8. ECL (cours)	-.18*	.11	.10	-.01
9. ECL (test)	.10	.01	-.10	-.10
10. Rythme ens.	-.12	.00	-.01	-.13
11. Eval. adéq.	-.04	-.06	.10	-.01
12. Satisf. travail	-.04	.00	.03	.08
13. Matériel pédag.	-.04	-.04	.17*	.05
14. Habil. perçue	-.08	-.03	-.07	.15
15. Var. intérêt	-.18*	.09	-.11	.04
16. Satisf. cours	.06	.12	.21*	-.05

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (valeurs ROKACH)			
	AMBITION	LARGE	CAPABLE	GAI PROPRE COURAGEUX

1. Méthode pédag.	-.17*	.19*	.03	-.12	.00	.11
2. Cohésion groupe	-.21*	.20*	-.28**	.17*	-.11	-.15
3. Satisf. professeurs	.06	.10	.03	-.06	-.09	.13
4. Bureau des langues	-.23**	.12	.00	.01	-.05	-.05
5. Niv. compétence	-.26**	-.09	.03	.12	.16	-.07
6. Motivation L ₂	-.03	.11	-.09	.00	-.22*	.03
7. Evaluation PFL	.08	.17*	.03	-.08	-.07	-.03
8. ECL (cours)	.36**	.00	-.04	-.09	-.10	-.02
9. ECL (test)	.26**	-.10	-.16	.15	.00	.11
10. Rythme ens.	.01	.01	-.01	-.10	.00	-.09
11. Eval. adéq.	-.10	.04	.02	.05	.11	-.07
12. Satisf. travail	-.14	.01	.03	-.04	-.24**	.03
13. Matériel pédag.	-.07	.20*	.04	-.15	-.07	.08
14. Habil. perçue	.00	.09	-.13	-.06	.03	-.05
15. Var. intérêt	.03	.03	-.01	-.05	-.04	.01
16. Satisf. cours	-.15	.03	.04	.00	-.08	-.10

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

CATTELL

OTIS

Variables indépendantes (intelligence)

1. Méthode pédag.	.06	.06
2. Cohésion groupe	-.03	.09
3. Satisf. professeurs	.09	.10
4. Bureau des langues	.07	.15
5. Niv. compétence	.00	.17*
6. Motivation L ₂	.07	-.13
7. Evaluation PFL	.01	-.03
8. ECL (cours)	-.06	-.12
9. ECL (test)	-.18*	-.27**
10. Rythme ens.	.07	.15
11. Eval. adéq.	.10	.05
12. Satisf. travail	.05	.12
13. Matériel pédag.	.03	.01
14. Habil. perçue	.10	.13
15. Var. intérêt	-.11	.00
16. Satisf. cours	.03	.15

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (concept de soi)			
	CONFLIT	CONFLIT NET	VARIATION	DISTRIBUTION
1. Méthode pédag.	-.17*	-.05	-.09	-.01
2. Cohésion groupe	-.07	.09	.00	.31**
3. Satistf. professeurs	.00	.13	-.04	.14
4. Bureau des langues	-.10	.02	-.17	-.05
5. Niv. compétence	-.08	.02	-.02	-.04
6. Motivation L ₂	.07	.00	-.09	.09
7. Evaluation PFL	-.16	.07	.00	-.26**
8. ECL (cours)	-.00	.01	.08	.03
9. ECL (test)	.16	.18*	.14	.11
10. Rythme ens.	.06	-.12	-.05	.03
11. Eval. adéq.	-.22*	-.04	-.16	-.25**
12. Satistf. travail	-.12	-.04	.00	.14
13. Matériel pédag.	-.13	.07	-.19*	-.10
14. Habil. perçue	-.08	.09	-.02	.32**
15. Var. intérêt	-.02	-.18*	.05	.01
16. Satistf. cours	-.17	-.06	-.11	-.02

TABLEAU 5.2.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires francophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du
CONTEXTE PSYCHO-
PEDAGOGIQUE

Variables indépendantes (concept de soi)

IDENTITE
SATISFAC.
DE SOI
PERSONNEL
SOI
SOCIAL

1. Méthode pédag.	.13	.08	.19*	.24**
2. Cohésion groupe	.33**	.27**	.30**	.33**
3. Satisf. professeurs	.16	.04	.18*	.27**
4. Bureau des langues	.09	.00	.07	.14
5. Niv. compétence	.00	-.02	-.07	.05
6. Motivation L2	.08	.09	.13	.19*
7. Evaluation PFL	-.06	-.14	-.04	-.02
8. ECL (cours)	-.06	-.12	-.21*	-.11
9. ECL (test)	.01	-.01	.00	-.01
10. Rythme ens.	.08	.10	.01	.25**
11. Eval. adéq.	.01	.00	.04	.02
12. Satisf. travail	.13	.31**	.32**	.15
13. Matériel pédag.	.07	.09	.10	.12
14. Habil. perçue	.26**	.32**	.23**	.26**
15. Var. intérêt	-.07	-.07	.02	.02
16. Satisf. cours	.17	.10	.07	.15

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (personnalité 16 PF)			
	DETENDU ANXIETE +	INTROV. EXTROV.	EMOTIF + DEPENDANT EMOTIF - INDEPEND.	
1. Methode pedag.	.08	-.01	.09	-.10
2. Cohesion groupe	-.03	-.08	.13	.00
3. Satisf. professeurs	.07	.01	-.01	-.05
4. Bureau des langues	.11	.08	.00	-.07
5. Niv. compétence	.18*	-.04	.09	-.08
6. Motivation L2	.03	-.03	.00	-.05
7. Evaluation PFL	.11	-.17*	.02	-.23*
8. ECL (cours)	-.15	-.20*	-.04	-.01
9. ECL (test)	.05	-.04	.17*	.11
10. Rythme ens.	.00	.04	-.11	-.06
11. Eval. adég.	.16	-.02	.10	-.04
12. Satisf. travail	.06	.15	.00	-.06
13. Matériel pedag.	.14	.01	-.01	.02
14. Habil. pergue	-.01	.38**	-.16	.08
15. Var. intérêt	-.11	.05	-.08	-.06
16. Satisf. cours	.12	.09	-.01	-.11

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (personnalité 16 PF)			
	DIRECT	PLACIDE	CONFORM.	SOCIAL
	PERSPIC.	CRAINTIF	CHERCHEUR	INDEPEND.
	MAI. DE SOI	DESINVOL.		
1. Méthode pédag.	.08	-.06	.11	-.03
2. Cohésion groupe	.01	-.12	.03	-.15
3. Satisf. professeurs	.08	.00	-.00	-.01
4. Bureau des langues	.05	-.05	.05	-.13
5. Niv. compétence	.02	-.03	.03	-.08
6. Motivation L ₂	.06	.01	-.04	-.13
7. Evaluation PFL	.03	.05	-.09	.13
8. ECL (cours)	-.10	.01	-.21*	.10
9. ECL (test)	.10	.22*	-.02	.03
10. Rythme ens.	.08	-.10	.00	-.04
11. Eval. adéq.	.19*	.14	-.07	.10
12. Satisf. travail	.00	.04	.13	.00
13. Matériel pédag.	.15	-.05	.05	-.02
14. Habil. perçue	-.14	-.17*	.05	-.08
15. Var. intérêt	-.03	-.13	.07	-.10
16. Satisf. cours	.06	-.07	.02	-.02
				.10

.18*

.17*

.04

.04

.22*

-.01

.08

.10

.23**

.04

.08

.10

.16*

.12

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (personnalité 16 PF)			
	IND. CONF.	TIMIDE	INFLEXIB	CONF. ANT
	CONSCIENC.	AVENTUR.	DOUX	SOUFCON.
	PRATIQUE	IMAGINAT.		
1. Méthode pédag.	.18*	-.03	-.07	.02
2. Cohésion groupe	.07	-.06	-.19*	-.14
3. Satisf. professeurs	.11	-.02	-.15	-.06
4. Bureau des langues	.12	-.02	-.11	.08
5. Niv. compétence	-.06	-.15	.10	.03
6. Motivation I ₂	.16	-.16	-.15	-.18*
7. Evaluation PFL	.18*	.05	.22*	-.02
8. ECL (cours)	-.01	-.17*	.06	-.03
9. ECL (test)	.25**	-.08	-.24**	.09
10. Rythme ens.	.01	.02	.14	-.03
11. Eval. adéq.	.17*	.00	.13	-.02
12. Satisf. travail	.10	.11	-.09	-.03
13. Matériel pédag.	.09	-.01	-.07	.01
14. Habil. perçue	-.07	.21*	.00	.01
15. Var. intérêt	-.08	.09	.04	.10
16. Satisf. cours	.05	.00	-.08	.09
				-.24**

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

RESERVE INTEL. SUP.
OUIERT INTEL. INF.

EMOTIF STABLE
HUMBLE PEREMP.
SOBRE INSOUC.

Variables indépendantes (personnalité 16 PF)

1. Méthode pédag.	.01	.05	.04	-.10	.02
2. Cohésion groupe	.05	.00	.03	.08	.10
3. Satisf. professeurs	.01	.08	.01	.04	-.02
4. Bureau des langues	.08	.02	.02	.04	-.02
5. Niv. compétence	.12	.13	-.08	-.11	.00
6. Motivation L ²	.07	-.03	-.16	.10	-.06
7. Evaluation PFL	-.04	.06	-.04	-.28**	-.22*
8. ECL (cours)	-.07	-.07	.03	-.05	-.05
9. ECL (test)	-.09	-.12	-.22**	.08	.00
10. Rythme ens.	.13	.14	.14	-.08	.05
11. Eval. adéq.	.07	-.02	-.11	-.05	-.10
12. Satisf. travail	.11	-.02	.11	-.04	.07
13. Matériel pédag.	-.09	-.11	-.04	-.01	.03
14. Habil. perçue	.08	.09	.14	.28**	.29**
15. Var. intérêt	.00	.02	.01	-.10	.07
16. Satisf. cours	.04	.06	.15	-.02	.10

TABLEAU 5.2.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES
pour l'ETUDE PENDANT (fonctionnaires francophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du
CONTEXTE PSYCHO-
PEDAGOGIQUE

Variables indépendantes (connaissances linguistiques)	COMPREHENSION AUDITIVE	COMPREHENSION ECRITE
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1. Methode pedag.	-.07	-.08
2. Cohesion groupe	.10	-.05
3. Satistf. professeurs	-.08	-.22**
4. Bureau des langues	-.14	-.17*
5. Niv. compétence	.07	-.14
6. Motivation L ₂	.09	-.02
7. Evaluation PFL	-.30**	.00
8. ECL (cours)	-.01	.11
9. ECL (test)	.01	-.05
10. Rythme ens.	-.02	-.21*
11. Eval. adéq.	-.05	.02
12. Satistf. travail	-.04	-.12
13. Matériel pedag.	-.09	-.08
14. Habil. perçue	.32**	-.13
15. Var. intérêt	.09	.02
16. Satistf. cours	-.07	-.14

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires francophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (socio-biographiques)				
	AGE	SEXE	CATEG. PROFES.	STATUT PROFES.	NIVEAU EDUCAT.

1. Méthode pédag.	.19*	-.02	-.15	-.06	.10
2. Cohésion groupe	-.02	.01	.00	-.04	.11
3. Satisf. profes- seurs	.11	-.11	-.19*	-.09	.00
4. Bureau des langues	.17*	.01	-.10	-.04	.03
5. Niv. compétence	.12	.06	.04	.00	.01
6. Motivation L2	.06	.05	-.27**	-.03	.06
7. Evaluation PFL	.03	.11	-.16	-.09	-.12
8. ECL (cours)	-.14	.05	.03	.03	-.15
9. ECL (test)	-.14	.08	.08	-.09	-.11
10. Rythme ens.	.13	.01	.04	-.04	.12
11. Eval. Adéq.	.06	.16	-.11	-.16	.09
12. Satisf. travail	.25**	.09	-.10	-.03	-.02
13. Matériel pédag.	.14	.00	.00	-.07	.00
14. Habil. perque	.09	-.06	.03	.09	.32**
15. Var. intérêt	.00	.02	-.10	.04	.08
16. Satisf. cours	.13	-.02	.01	.00	.03

Indice de corrélation significatif à *.05, **a .01.

1 Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

5.2.6 Quels facteurs psychologiques ou psycho-sociaux sont les plus

relies aux perceptions qu'ont ces fonctionnaires du contexte

psycho-pédagogique des PFL continue?

Comme dans le chapitre quatrième, nous présentons d'abord les résultats de la matrice d'intercorrélations afin de faire ressortir les facteurs qui sont significativement reliés aux composantes du contexte psycho-pédagogique. Comme il s'agit d'une étape intermédiaire, cette partie est presque exclusivement composée de tableaux alors que la seconde, présentée dans la section 5.1.6.2 rendra compte de l'analyse des relations les plus importantes.

5.2.6.1 Quels facteurs sont reliés aux différentes composantes du

contexte psycho-pédagogique?

Les tableaux suivants (5.2.6-1-) rendent compte de toutes les corrélations. Les astérisques indiquent les corrélations qui sont significatives à .05 et à .01. Seules les dernières seront retenues pour l'étape statistique suivante.

L'analyse des perceptions fonctionnaires-étudiants francophones à propos du milieu organisationnel dans lequel ils évoluaient avant d'entreprendre leur formation linguistique révèle que ces fonctionnaires-étudiants francophones:

1. ressentent un attachement minimum à leur groupe de travail;
2. trouvent une légère utilité à l'anglais pour assurer leur participation à la vie de l'organisation;
3. nient légèrement l'absence de support des autorités de leur ministère aux efforts d'utilisation de l'anglais langue seconde;

4. reconnaissent légèrement l'existence d'un renforcement positif à l'usage de l'anglais dans leurs relations avec différents interlocuteurs (collègues, fonctionnaires d'autres ministères, public) au travail;
5. ont une perception neutre quant au support normatif de leur groupe de travail à l'usage de l'anglais au travail;

6. trouvent les exigences linguistiques de leur poste plutôt justifiées par les activités courantes de leurs fonctions;
7. utilisaient occasionnellement l'anglais au travail avant d'entreprendre leur formation linguistique.

Ce milieu organisationnel nous est apparu comme peu susceptible, dans son ensemble, de pouvoir donner à l'étudiant un élan marqué dans sa poursuite de l'apprentissage de la langue anglaise.

Malgré que le fonctionnaire-étudiant francophone soit légèrement
avantagé par rapport à l'anglophone quant à la stimulation que son
milieu de travail peut lui avoir donnée, il n'en demeure pas moins que
ce même milieu ne semble pas pouvoir constituer une base véritablement
solide de la motivation à apprendre l'anglais, compte tenu que les
éléments du milieu organisationnel qui pourraient être déterminants à
cet effet ne s'écartent pas vraiment de l'état neutre.

Environ les 3/4 des membres du groupe de travail du fonctionnaire-étudiant francophone étaient des francophones (composante 11: $M = 5.15$)⁷⁶

et avant d'entreprendre sa formation linguistique, il n'utilisait l'anglais qu'occasionnellement (composante 5: $M = 4.00$). Malgré tout, il perçoit un léger renforcement positif à l'usage de l'anglais dans ses relations avec ses différents interlocuteurs (collègues, fonctionnaires d'autres divisions ou ministères, public) (composante 4: $M = 3.03$). Il est légèrement d'accord que l'anglais est utile pour la participation à la vie de l'organisation (composante 2: $M = 3.83$) et il nie de façon assez marquée que les activités courantes que comporte sa fonction ne justifient pas les exigences linguistiques de son poste (composante 9: $M = 2.61$). Enfin, en dehors du milieu de travail, il utilise rarement l'anglais (composante 8: $M = 3.46$).

Le fonctionnaire-étudiant francophone semble évoluer dans un milieu organisationnel qui lui offre légèrement plus de stimulation à l'apprentissage de l'anglais que ce n'était le cas pour le fonctionnaire-étudiant anglophone. Son supérieur résisterait moins à le voir partir en formation linguistique; il percevrait légèrement plus de renforcement dans l'usage de sa langue seconde; il utiliserait passablement plus d'anglais au travail que l'anglophone n'utiliserait le français (avant d'entreprendre leur formation linguistique); il percevrait un peu plus l'utilité de sa langue seconde pour la participation à la vie de l'organisation; enfin, il percevrait sensiblement plus que l'anglophone la pertinence des exigences linguistiques de son poste.

76

Notons que l'échelle de réponse pour les composantes 5, 8 et 11 n'est pas la même que pour les autres composantes.

Composantes 5 et 8

- (0) impossible de répondre
- (1) jamais
- (2) très rarement
- (3) rarement
- (4) occasionnellement
- (5) fréquemment
- (6) très fréquemment

Composante 11

- (0) impossible de répondre
- (1) moins de 20% étaient des francophones
- (2) entre 20 - 35% étaient des francophones
- (3) entre 35 - 50% étaient des francophones
- (4) entre 50 - 65% étaient des francophones
- (5) entre 65 - 80% étaient des francophones
- (6) 80% et plus étaient des francophones

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT francophones

VARIABLES : contexte organisationnel antérieur

TABLÉAU 5.2.5-1-

VARIABLES	(N°)*	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
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Adhérence groupe travail	(SUBB 1)	128	4.09	.93	
Utilité L2 pour organisation	(SUBB 2)	128	3.83	.96	
Absence support autorité	(SUBB 3)	128	3.31	.79	
Absence renforc. usage L2	(SUBB 4)	128	3.03	.63	
Usage L2 avant PFL	(SUBB 5)	128	4.00	1.12	
Absence support groupe travail	(SUBB 6)	128	3.32	.89	TOUTS 3.5
Résistance à quitter gp. travail	(SUBB 7)	128	3.80	1.34	
Usage L2 hors travail	(SUBB 8)	128	3.46	.83	
Exigences linguistiques	(SUBB 9)	128	2.61	1.36	
Résistance sup. au congé PFL	(SUBB 10)	128	2.99	1.43	
Contact L2 au travail	(SUBB 11)	128	5.15	1.54	

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés

** d'ordinateurs des Appendices 3 et 4.

Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

5.2.5 Dans quel contexte organisationnel les fonctionnaires-étudiants francophones évoluaient-ils au moment d'entreprendre leur formation linguistique?

L'échelle B-2 qui est à la source des données que nous analysons ici étant déjà connue du lecteur qui a parcouru la section 5.1.5, nous allons sans plus de préambule procéder à l'analyse sommaire des données recueillies avec cette échelle auprès des fonctionnaires-étudiants francophones⁷⁵.

Le tableau 5.2.5-1- de la page suivante présente les résultats obtenus par les fonctionnaires-étudiants francophones pour chacune des composantes du milieu organisationnel inventoriées par l'échelle B-2.

À la lecture de ce tableau, on peut se rendre compte que le groupe de travail (composante 1: $M = 4.09$) et il ne résisterait que peu à le quitter définitivement s'il le fallait, n'ayant que légèrement le sentiment qu'il y perdrait au plan personnel et professionnel (composante 7: $M = 3.80$). Théoriquement, ce faible niveau d'attachement à son groupe de travail le rendrait relativement insensible aux pressions de son groupe ayant trait à l'usage de l'anglais langue seconde au travail, que ces pressions s'exercent dans un sens positif ou dans un sens négatif par rapport à l'usage. Le groupe de travail ne semble pas, par ailleurs, se montrer polarisé quant à l'usage de la langue seconde; il semble neutre au niveau du support normatif qu'il peut offrir (composante 6: $M = 3.52$). Il en va de même pour les supérieurs du fonctionnaire-étudiant (composante 3: $M = 3.31$) qui semblent ni s'opposer ni se faire les défenseurs de l'usage de l'anglais langue seconde au travail. Ils ne se rebutent pas, non plus, devant le fait que certains subordonnés doivent aller suivre leur formation linguistique (composante 10: $M = 2.99$).

⁷⁵ L'analyse du milieu organisationnel est faite "in extenso" dans les études AVANT et APRES, alors que pour le groupe PENDANT, nous avons concentré notre analyse sur le contexte psycho-pédagogique.

L'analyse des attitudes et des motivations des fonctionnaires-étudiants francophones révèle que ceux-ci :

1. croient assez fortement que l'anglais puisse être un outil valable d'intégration culturelle et sociale; également, une forte majorité croit que l'anglais puisse un jour les aider dans leur carrière et 30 p. 100 d'entre eux étudient l'anglais uniquement en fonction de leur carrière future;
 2. sont fort bien disposés envers l'expérience de l'apprentissage de l'anglais, bien qu'un grand nombre d'entre eux (43 p. 100) disent qu'ils aimeraient occuper leur temps à autre chose qu'à l'anglais;
 3. sont plutôt tièdes à l'endroit des Canadiens anglophones;
 4. manifestent un intérêt assez élevé pour les langues étrangères;
 5. ne peuvent compter que légèrement sur leur famille et leurs amis pour obtenir d'eux un support dans l'étude de l'anglais;
 6. ressentent peu d'anxiété dans l'usage quotidien de la langue anglaise.
- D'autre part, il s'avère que les fonctionnaires-étudiants francophones connaissent assez mal les critères d'identification des exigences linguistiques des postes. Par ailleurs, même s'ils sont légèrement d'accord avec le fait que les exigences linguistiques de leurs postes soient justifiées par les activités courantes qu'ils comportent leurs fonctions, ils expriment un léger désaccord quant à la validité de ces mêmes exigences; et ils observent également qu'il puisse arriver que des personnes bilingues obtiennent des postes que des unilingues plus compétents auraient "normalement" dû obtenir.

L'énoncé 4 étant ambigu, nous devons nous en remettre à

L'énoncé 5 pour nous faire une idée du sentiment d'injustice qui pourrait être vécu en rapport avec les exigences linguistiques. Pareil sentiment semble exister (énoncé 5, $M = 4.45$) ou, du moins, la compétence linguistique ne semble pas être reconnue ex officio comme faisant partie de la compétence nécessaire à l'occupation d'un poste, et ce, malgré que les francophones reconnaissent le bien-fondé des exigences linguistiques de leurs postes comme nous l'avons vu ci-dessus (énoncés 2 et 3). Il se

pourrait cependant que les répondants se soient prononcés face à cet énoncé en considérant tout autant le sort des anglophones que celui des francophones, ce qui n'est pas le cas quand ils se prononcent sur le contenu des énoncés 2 et 3. La perception légèrement négative de la validité des critères d'identification (énoncé 6, $M = 3.97$) suggère que les exigences linguistiques des postes font quand même problème à un

niveau quelconque, impossible à déterminer ici, pour les fonctionnaires-étudiants francophones. Ceci est légèrement moindre que chez les anglophones, cependant, lesquels avaient un score moyen de 4.22 à

L'énoncé 6.

L'ensemble de ces résultats permet par ailleurs de croire que les francophones éprouvent davantage que les anglophones le bien-fondé de leur démarche d'apprentissage puisqu'ils reconnaissent davantage que les exigences linguistiques auxquelles ils doivent répondre sont justifiées par les activités courantes que comportent leurs fonctions. Aux énoncés 2 et 3 en effet les scores moyens observés sont pour les francophones 2.63 et 2.60, tandis que pour les anglophones, ils sont 3.68 et 3.66. Leur motivation pour l'apprentissage de la langue seconde devrait normalement en bénéficier.

Moyennes, écarts-typé et nombre de répondants pour chacun des énoncés touchant les exigences linguistiques des postes

TABLEAU 5.2.4-2-

ENONCE	M	Ecart-typé	N
1	3.61	0.12	109
2	2.63	1.48	108
3	2.60	1.50	110
4	4.65	1.57	110
5	4.45	1.41	110
6	3.97	1.25	100

Tout comme les étudiants anglophones, les étudiants francophones connaissent relativement mal les critères d'identification des exigences linguistiques de leurs postes (énoncé 1, $M = 3.61$). La distribution des réponses selon les divers points de l'échelle de réponse indique que 40 p. 100 des francophones expriment leur désaccord avec l'énoncé, révélant par là qu'ils ne connaissent pas très bien les critères d'identification des exigences linguistiques des postes.

Par ailleurs, les étudiants francophones croient dans l'ensemble que les exigences linguistiques qu'on a apposées à leur poste sont justifiées par les activités courantes que comportent leurs fonctions (énoncés 2 et 3, $M = 2.63$ et 2.60, soit un accord à 4.37 et à 4.40, si on inversait le sens de l'énoncé).

Les étudiants francophones sont donc doués d'une assurance assez grande lorsqu'il s'agit de faire usage de l'anglais dans les situations de la vie quotidienne.

5.2.4.2 Quels sont les résultats obtenus à la partie de l'échelle B-2

concernant la perception des exigences linguistiques des postes?

Les six (6) énoncés qui ont trait aux exigences linguistiques des postes se lisent comme suit:

1. Je connais assez bien les critères d'identification des postes (en termes d'exigences linguistiques).

2. Les activités courantes que comporte ma fonction ne justifient pas les exigences linguistiques officielles de mon poste.

3. Les activités que comporte la fonction que j'occuperai après ma formation linguistique ne justifient pas les exigences linguistiques officielles de ce poste.

4. Même si je crois ses objectifs valides, je trouve injuste que le bilinguisme puisse briser la carrière d'un homme.

5. Il arrive souvent que certains bilingues obtiennent des postes que des unilingues plus compétents auraient normalement dû obtenir.

6. Les critères utilisés pour l'identification des exigences linguistiques des postes ne sont pas tellement valides.

Le tableau 5.2.4-2 présente les résultats obtenus par les fonctionnaires-étudiants francophones à chacun des six (6) énoncés.

Le support de la famille et des amis dans l'apprentissage
de la langue.

Les étudiants francophones ne peuvent compter que sur un support léger de la part des membres de leur famille et de leurs amis dans l'apprentissage de l'anglais (M = 4.08). La famille et les amis estiment que le fonctionnaire-étudiant devrait vraiment faire l'effort d'apprendre l'anglais (M = 4.85). Ils l'encouragent "discrètement" à pratiquer son anglais (M = 4.30) et à continuer d'étudier (M = 4.36), parfois même après qu'il aurait complété son cours formel (M = 3.99); ce n'est cependant certes pas à partir de considérations socio-politiques qu'ils le font, tel le fait d'habiter le Canada (M = 2.98), mais bien clairement à cause de l'importance que prendra la connaissance de l'anglais pour sa carrière (M = 5.22). D'autre part, l'aide concrète que l'étudiant peut attendre de sa famille et de ses amis dans l'étude de l'anglais est pratiquement nulle (M = 3.58).

La famille et les amis du "fonctionnaire-étudiant" francophone semblent donc être campés dans le rôle d'une conscience qui rappelle au "fonctionnaire" l'importance de l'anglais pour sa carrière et à l'"étudiant" le devoir de faire l'effort d'apprendre.

L'anxiété rattachée à l'usage de la langue seconde dans
la vie quotidienne.

Les étudiants francophones n'éprouvent pas d'anxiété relative à l'usage de la langue seconde dans la vie quotidienne (M = 3.37), sinon une légère anxiété lorsqu'ils parlent anglais avec un supérieur hiérarchique (M = 3.80). En toute autre circonstance, ils se sentent plutôt à l'aise de faire usage de la langue anglaise dans la vie quotidienne: dans les magasins, au restaurant, dans une réunion informelle, pour demander des indications routières, au téléphone. Dans toutes ces situations, les scores varient entre 2.90 et 3.36.

se disent en désaccord à un degré ou l'autre avec son contenu. Ce pourcentage s'établit à 90 p. 100 quand on y inclut ceux qui n'expriment qu'un accord léger avec l'énoncé. C'est beaucoup de "réserve" quant à l'expression du plaisir éprouvé par les étudiants francophones à compter des Canadiens anglais parmi les Canadiens français.

L'intérêt pour les langues étrangères.

Les étudiants francophones ressentent un intérêt modéré pour les langues étrangères (M = 4.73). Bien sûr que presque tous aimeraient pouvoir parler une autre langue parfaitement bien (M = 5.59), qu'ils feraient des efforts pour apprendre la langue de leur pays d'accueil s'ils allaient résider dans un pays étranger (M = 4.93), et que l'étude d'une langue étrangère est perçue comme une expérience agréable (M = 5.28). Il n'y a pas de mal à savoir quelque chose et à pouvoir en jouir. S'agit-il, cependant, de contacts réels avec des gens qu'on écoute s'exprimer dans leur langue que les scores s'en trouvent déjà moins élevés (M = 4.62); un séjour dans un pays étranger en tant que simple visiteur mobiliserait également moins nos étudiants à faire l'apprentissage de la langue de ce pays (M = 4.66), et ce n'est pas non plus le désir de lire des oeuvres étrangères dans l'original qui parviendrait à animer une telle démarche (M = 3.88). L'idée d'apprendre séduit moins les étudiants que celle de connaître; ils ne sont en effet que légèrement d'accord pour affirmer qu'ils aimeraient apprendre plusieurs langues (M = 4.30), et qu'ils étudieraient une langue étrangère même s'ils n'y étaient pas forcés (M = 4.48), de même que pour reconnaître qu'il est important que les Canadiens apprennent d'autres langues (M = 4.20). Ce plus grand intérêt à connaître qu'à apprendre est humain, et le contraire pourrait étonner. L'intérêt des étudiants francophones pour les langues étrangères est certain; mais encore faut-il conclure que l'intérêt à apprendre est très léger.

ils aiment apprendre l'anglais. Le problème véritable, c'est que la plupart d'entre eux s'occuperaient à autre chose s'ils en avaient le choix. A l'énoncé qui se lit comme suit: "J'aimerais occuper mon temps à d'autre chose qu'à l'anglais", les étudiants qui se disent d'accord à un degré ou l'autre avec cet énoncé comptent pour une proportion de 43.3 p. 100. Si l'on ajoute à ce chiffre le pourcentage de ceux qui n'expriment qu'un désaccord léger à l'énoncé, on obtient alors un total de 65 p. 100 des étudiants qui ne manifestent qu'un désir bien circonstanciel d'apprendre l'anglais actuellement. Ceci est un indice du degré d'importance qu'occupe l'apprentissage de la langue seconde dans la liste de leurs priorités. Les étudiants-fonctionnaires se plient aux exigences de la situation; ils prennent plaisir à apprendre l'anglais et ils veulent en apprendre le plus possible. Mais l'activité même ne relève pas véritablement de leur choix personnel.

L'attitude devant les Canadiens anglais.

Les étudiants francophones manifestent une attitude légèrement négative envers les Canadiens anglais. On reconnaît que les Canadiens anglais soient des gens sociables, chaleureux et créateurs (M = 4.54), on trouve que l'héritage culturel des Canadiens anglais constitue un élément important de l'identité canadienne (M = 3.95), que plus on connaît de Canadiens anglais plus on est intéressé à parler couramment leur langue (M = 3.82), et que quelques-uns de nos meilleurs citoyens sont d'ascendance canadienne-anglaise (M = 3.64); mais les étudiants francophones expriment beaucoup de réserve quand on leur demande d'endosser les énoncés affirmant que les Canadiens anglais ont su préserver la beauté des traditions canadiennes (M = 1.33), que ce serait une perte considérable si le Québec était privé de la culture anglaise (M = 2.51), que les Canadiens anglais ajoutent une couleur particulière à la culture québécoise (M = 2.85), ou encore que les Canadiens anglais sont si affables et qu'il est si facile de s'entendre avec eux que les Québécois sont chanceux de les avoir parmi eux (M = 2.50). Quant à ce dernier énoncé, d'ailleurs, pas moins de 76.7 p. 100 des étudiants francophones

avec les Canadiens anglais) peuvent constituer des motifs importants pour l'apprentissage de la langue anglaise, compte tenu qu'ils impliquent un bénéfice immédiat dans la vie de tous les jours.

En ce qui touche la motivation instrumentale, 75 p. 100 des étudiants francophones croient que la connaissance de l'anglais pourrait un jour les aider à obtenir un bon poste (on avait 64 p. 100 des étudiants anglophones qui tenaient le même discours), 62 p. 100 estiment que

l'étude de l'anglais est importante en vue de devenir une personne mieux informée. Cependant, seulement 30 p. 100 étudient l'anglais uniquement

en fonction de leur carrière future (cela est consistant avec les résultats obtenus pour la motivation intégrative) - on en avait 24 p. 100 chez les anglophones - et aussi peu que 14 p. 100 estiment que la connaissance

d'une deuxième langue peut leur assurer un plus grand respect des

autres - on en avait 28 p. 100 chez les anglophones. Les francophones étudient donc l'anglais en vue d'une communication plus aisée avec les

Canadiens anglais, pour se rendre plus facile l'accès à un bon poste

éventuel, et dans le but d'être mieux informés. Ceci résume le contenu de la motivation des étudiants francophones à apprendre la langue

seconde, selon l'échelle de Gardner-Smythe.

L'attitude devant l'apprentissage de la langue seconde

L'étude de cette sous-échelle de l'échelle de Gardner-Smythe

peut nous renseigner sur l'attrait réel que l'apprentissage de l'anglais

représente pour les étudiants francophones. Au-delà des raisons d'apprendre

l'anglais, en effet, l'attitude témoigne de la disposition actuelle de

l'étudiant envers un tel apprentissage. Ce qu'on observe ici, c'est que

les étudiants francophones sont bien disposés envers l'apprentissage de

l'anglais ($M = 5.05$).

Pour les énoncés pris individuellement, les moyennes des

scores obtenus varient entre 3.79 et 5.61. Les étudiants veulent en

apprendre le plus possible, ils trouvent important d'apprendre l'anglais,

TABLÉAU 5.2.4-1-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT francophones

VARIABLES: attitudes et motivations

VARIABLES

(N°)*

Nombre de
répondants

Moyennes

Ecart-type

Score de
référence

1. Motivation	(SUB 1)	123	4.71	.94
2. Motivation instrumentale	(SUB 2)	123	3.95	.91
3. Attitude appren. L2	(SUB 3)	123	5.05	.75
4. Attitude autre groupe linguist.	(SUB 4)	123	3.45	.83
5. Intérêt langue étrang.	(SUB 5)	123	4.73	.77
6. Support famille-amis	(SUB 6)	123	4.08	1.11
7. Anxiété usage L2	(SUB 7)	123	3.37	.87

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

5.2.4.1 Quels sont les résultats obtenus à l'échelle C?

Le tableau 5.2.4-1- présente les résultats obtenus par les fonctionnaires-étudiants francophones aux diverses sous-échelles de l'échelle C⁷⁴.

La motivation intégrative et la motivation instrumentale.

L'intensité de la motivation intégrative chez les étudiants francophones atteint un niveau modérément élevé. Le score moyen des réponses aux énoncés composant la sous-échelle de motivation intégrative tend en effet vers le point 5 de l'échelle de réponse (4.71). Cela demeure légèrement en-deçà d'un accord modéré aux énoncés; par ailleurs, ce score est nettement supérieur au score moyen décrivant la motivation instrumentale, lequel est de 3.95. Les possibilités d'intégration culturelle que paraît offrir la connaissance de l'anglais sont plus saillantes que ne le sont celles d'en obtenir des avantages périphériques (respect des autres, développement de la carrière, etc.).

Quand on regarde un à un les énoncés composant l'échelle de motivation intégrative et qu'on considère les points 5 et 6 de l'échelle de réponse, il s'avère que 75 p. 100 des étudiants croient que l'apprentissage de l'anglais leur permettra d'être plus à l'aise avec les Canadiens d'expression anglaise; seulement 41 p. 100 attendent de l'apprentissage de l'anglais une meilleure compréhension de la littérature et des arts canadiens anglais, 51 p. 100 estiment que la connaissance de l'anglais leur facilitera la participation aux activités des Canadiens anglais, et autant que 80 p. 100 croient que cette connaissance de l'anglais va leur permettre de converser avec les Canadiens anglais. À eux seuls, ce dernier résultat attendu et le premier mentionné (être plus à l'aise

⁷⁴ Voir l'Appendice 3, section 3.3.1 pour les résultats détaillés.

du point de vue de leurs motivations et de leurs attitudes
 reliées à l'apprentissage de la langue seconde?

Les données analysées ici proviennent de l'échelle C. Nous
 avons déjà décrit cette échelle lorsque nous avons présenté les résultats
 des étudiants anglophones (voir 5.1.4). On peut aussi se référer au
 chapitre méthodologique pour une description plus complète de l'échelle C
 (voir le chapitre 3). L'échelle C administrée aux étudiants francophones
 comprenait les 7 sous-échelles suivantes:

1. motivation intégrative;
2. motivation instrumentale;
3. attitude devant l'apprentissage de la langue seconde;
4. attitude à l'égard des Canadiens de l'autre culture;
5. intérêt pour les langues étrangères;
6. support de la famille et des amis dans l'apprentissage de la
 langue seconde;
7. anxiété rattachée à l'usage de la langue seconde dans la vie
 quotidienne.

Une partie des données traitées ici provient également de
 l'échelle B-2. Celle-ci vise d'abord à décrire l'attitude du milieu de
 travail à l'endroit de l'apprentissage de la langue seconde; cependant,
 la première partie de cette échelle vise à recueillir les perceptions
 des fonctionnaires-étudiants en ce qui a trait aux exigences linguistiques
 des postes. Cette partie de l'échelle B-2 comprend 6 énoncés par
 rapport auxquels le répondant est invité à exprimer son désaccord ou son
 accord sur une échelle en 6 points, les points 1, 2 et 3 exprimant
 l'accord avec l'énoncé. Les points 1 et 6 représentent les extrêmes du
 désaccord ou de l'accord.

Avant d'analyser les attitudes et les motivations face à la langue seconde des 128 fonctionnaires francophones de l'échantillon PENDANT les PFL, nous avons tenté de déterminer QUI sont ces personnes: quelles sont leurs principales CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES et leurs principaux TRAITS PSYCHOLOGIQUES individuels?

Dix caractéristiques socio-biographiques ont été examinées brièvement:

- le groupe d'âge de ces personnes
- leur sexe
- leur niveau d'éducation
- leur catégorie professionnelle
- leur catégorie de salaire
- leur statut professionnel
- leur date d'entrée dans un PFL la première fois
- leur mois d'entrée dans leur PFL actuel
- leur ministère employeur
- leur lieu de départ au PFL.

Les traits psychologiques individuels que nous avons décrits brièvement sont:

- leurs connaissances linguistiques
- leur intelligence verbale et non verbale
- leurs traits de personnalité
- les dimensions de leur concept de soi
- leurs valeurs instrumentales
- leur rendement scolaire linguistique.

TABLÉAU 5.2.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT francophones
VARIABLES : rendement scolaire linguistique

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type
ECL/LKE				
ECL/LKE lire	(VAR 34)	102	20.94	20.60
ECL/LKE écrire	(VAR 35)	102	18.15	20.04
ECL/LKE comprendre	(VAR 36)	102	24.46	18.43
ECL/LKE parler	(VAR 37)	102	39.90	20.06
N moyen leçons couvertes	(VAR 201)	125	10.92	3.60
EVALUATION DES PROFESSEURS				
Eval. prof. habil. lire	(TSRR)	99	2.04	.17
Eval. prof. habil. écrire	(TSRW)	103	2.05	.33
Eval. prof. habil. comprendre	(TSRL)	125	2.04	.26
Eval. prof. habil. parler	(TSRS)	125	1.99	.28
TEST DE RENDEMENT				
Rendement hab. lire	(ATSR)	128	2.94	1.37
Rendement hab. écrire	(ATSW)	128	2.50	1.25
Rendement hab. comprendre	(ATSL)	128	3.00	1.30
Rendement hab. parler	(ATSS)	128	3.08	1.25

TABLÉAU 5.2.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT francophones

VARIABLES : valeurs ROKEACH

VARIABLES (No) * Nombre de Moyennes Ecart-type Score de référence**

Honnête	(ROK 27)	106	4.54	4.03
Responsable	(ROK 35)	106	6.63	3.98
Ambitieux	(ROK 19)	106	6.81	5.01
Maître de soi	(ROK 36)	106	6.94	4.32
Courageux	(ROK 24)	107	8.06	4.67
Logique	(ROK 31)	106	8.33	4.46
Serviable	(ROK 26)	105	8.59	4.43
Large d'esprit	(ROK 20)	107	8.94	5.05
Capable	(ROK 21)	106	9.33	4.66
Altant	(ROK 32)	106	9.56	4.87
Intellectuel	(ROK 30)	107	9.90	5.22
Indulgent	(ROK 25)	106	10.46	4.42
Propre	(ROK 23)	107	10.83	4.68
Imaginatif	(ROK 28)	107	11.22	4.79
Gai	(ROK 22)	107	11.56	4.97
Pol	(ROK 34)	106	11.93	4.63
Indépendant	(ROK 29)	105	12.34	5.15
Obéissant	(ROK 33)	105	14.59	3.59

Tous 9.5

La lecture du tableau de la page suivante nous permet de faire les observations suivantes. Si l'on considère les valeurs auxquelles on attribue les 4 premiers rangs, on observe que les fonctionnaires-étudiants francophones, tout comme leurs collègues anglophones, accordent leur préférence à des valeurs qui mettent de l'avant la fiabilité; mais celle-ci serait fondée sur la détermination de la personne ou sur le labeur personnel plutôt que sur le niveau de compétence atteint tel qu'on pouvait l'observer chez les anglophones. Quant aux valeurs les moins recherchées, on retrouve comme chez les anglophones la soumission qui ne serait que superficielle (obéissance, politesse). De façon étonnante, cependant, l'indépendance ou l'autonomie est classée au rang de ces valeurs peu recherchées et ceci semble en contradiction avec l'attribution d'un rang très semblable à l'obéissance. Il n'est pas impossible que les répondants aient associé indépendance et snobisme, et que ce soit à ce titre qu'ils aient accordé si peu d'importance à la valeur "indépendance".

TABLEAU 5.2.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT (francophones)
VARIABLES : concept de sol

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Identité	(FVAR 1)	81	125.25	10.63	60 150
Satisfaction de sol	(FVAR 2)	81	115.54	12.53	30 150
Sol personnel	(FVAR 6)	81	71.67	8.28	20 90
Sol social	(FVAR 8)	81	70.64	8.11	30 90
Conflit total	(FVAR 12)	81	31.69	8.12	0 80
Conflit net	(FVAR 13)	81	- 2.45	13.81	-60 80
Variation	(FVAR 14)	81	41.69	10.06	0 110
Distribution	(FVAR 16)	81	120.29	27.04	30 200

Min. Max.

TABLEAU 5.2.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT francophones
VARIABLES : personnalité (16 PF) (suite)

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Intro. - extrov.	(698)	128	5.84	1.53	
Emotif + et -	(699)	128	3.19	1.33	
Dépendant - indé.	(700)	128	4.37	1.27	

TABLEAU 5.2.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT francophones
VARIABLES : personnalité (16 PF)

VARIABLES	(No)*	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Réserve - ouvert	(681)	128	5.77	1.58	
Intel. sup. - intel. inf.	(682)	128	5.52	1.65	
Emotif - stable	(683)	128	5.75	1.38	
Humble - pèrem- toire	(684)	128	5.34	1.40	
Sobre - insouc.	(685)	128	4.04	1.16	
Indigne conf. - conscienc.	(686)	128	6.34	1.45	
Timide - aventureux	(687)	128	4.61	1.54	
Inflexible - doux	(688)	128	7.26	1.57	
Confiant - soup.	(689)	128	4.77	1.50	TOUTS 5.5
Pratique - imagi- natif	(690)	128	6.52	1.61	
Direct - perspicace	(691)	128	4.68	1.66	
Placide - craintif	(692)	128	5.59	2.05	
Conformiste - cherch.	(693)	128	6.17	1.39	
Social - indépen.	(694)	128	1.65	1.21	
Désinv. - m. de soi	(695)	128	4.69	1.47	
Détendu - tendu	(696)	128	5.87	1.39	
Anxiété + et -	(697)	128	5.08	1.30	

TABLEAU 5.2.3-2- (suite)

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT francophones

VARIABLES : intelligence

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Cattell	(672)	121	96.55	16.55	100
Otis	(675)	117	99.92	15.93	100

TABLÉAU 5.2.3-2-
Moyennes et indices de dispersion (écart-type) pour chacune des
variables de l'ETUDE PENDANT francophones
VARIABLES : test de classement

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence **
Compréhension auditive	(67)	128	8.61	4.59	-
Compréhension écrite	(68)	128	4.47	2.96	-

*
Ce numéro réfère aux numéros et sigles utilisés dans les imprimés
d'ordinateurs des Appendices 3 et 4.

**
Ce score de référence représente le score moyen de l'échantillon sur
lequel ces mesures ont été standardisées ou bien le point milieu de
l'échelle utilisée.

5.2.3.2 Quels sont les principaux TRAITS PSYCHOLOGIQUES individuels

des fonctionnaires francophones du groupe PENDANT?

Nous présentons brièvement dans les pages qui suivent (voir les tableaux 5.2.3-2-) les résultats descriptifs des fonctionnaires francophones de l'échantillon PENDANT sur:

- leurs connaissances linguistiques
- leur intelligence verbale et non verbale
- , les dimensions de leur concept de soi
- leurs valeurs instrumentales
- leur rendement scolaire linguistique

Toutes ces variables sont analysées, plus loin dans ce chapitre (section 6.2.6), en relation avec les perceptions de ces personnes du contexte psycho-pédagogique des PFL.

TABLEAU 5.2.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

Caractéristiques*	Fréquence	% de l'échantillon	cumulé %
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Legon de départ (classement)

1. Legon 1, Contact Canada	62	49.6	49.6
2. Niveau 1, révision, Contact Canada	38	30.4	80.0
3. Legon 26, Contact Canada	20	16.0	96.0
4. Niveau 2, révision Contact Canada	4	3.2	99.2
5. Legon 51 (progr. avancé)	1	0.8	100.0
6. Non réponse	3	-	-
Total	128		

Méthode d'enseignement

1. E Contact Canada (niv. I)	48	38.4	38.4
2. E Contact Canada (niv. II)	77	61.6	100.0
3. Non réponse	3	-	-
Total	128		

TABLÉAU 5.2.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
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10 Principaux ministères ou départements employeurs de ces gens			
1. Postes	30	24.0	24.0
2. Revenu national (impôt)	15	12.0	36.0
3. Secrétariat d'Etat	12	10.0	46.0
4. Défense nationale (civile)	9	7.0	53.0
5. Main-d'oeuvre et Immi- gration	9	7.0	60.0
6. Approvisionnements et services	8	6.0	66.0
7. Transport (air)	7	6.0	72.0
8. Com. d'assurance-chôm.	6	5.0	77.0
9. Serv. can. des pénitenciers	5	4.0	81.0
10. Revenu national (douanes et ac)	5	4.0	85.0
11. Autres	18	15.0	100.0
12. Non réponse	4	-	-
Total	128		

TABLEAU 5.2.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
1. Depuis plus d'un an	3	2.0	2.0
2. En juillet 1974	1	1.0	3.0
3. En novembre 1974	2	2.0	5.0
4. En décembre 1974	17	13.0	18.0
5. En janvier 1975	13	11.0	29.0
6. En février 1975	13	10.0	39.0
7. En mars 1975	20	16.0	55.0
8. En avril 1975	20	16.0	71.0
9. En mai 1975	15	12.0	83.0
10. En juin 1975	21	17.0	100.0
11. Non réponse	3	-	-
Total	128		

Mois d'entrée dans un PFL

TABLEAU 5.2.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
<u>Statut professionnel</u>			
<u>AVANT les PFL</u>			
1. Désigné	24	19.2	19.2
2. Nomination conditionnelle (interne à la Fonction publique)	101	80.8	100.0
3. Non réponse	3	-	-
Total	128		
<u>Première fois dans un PFL</u>			
1. Avant sept. 73	7	5.5	5.5
2. Après sept. 73	121	94.5	100.0
3. Non réponse	-	-	-
Total	128		

TABLÉAU 5.2.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

Caractéristiques*	Fréquence	% de l'échantillon	cumulé %
<u>Catégorie professionnelle</u>			
1. Haute direction	0	0.0	0.0
2. Scientifiques et spécialistes	5	4.0	4.0
3. Cadres adm. et agents du service extérieur	29	23.2	27.2
4. Techniciens	9	7.2	34.4
5. Soutien administratif	58	46.4	80.8
6. Exploitation	24	19.2	100.0
7. Non réponse	3	-	-
Total	128		
<u>Catégorie de salaire</u>			
1. \$ 4,000 - 6,999	18	14.1	15.5
2. 7,000 - 9,999	36	28.1	46.6
3. 10,000 - 12,999	19	14.8	62.9
4. 13,000 - 15,999	19	14.8	79.3
5. 16,000 - 18,999	3	2.3	81.9
6. 19,000 - 21,999	2	1.7	83.6
7. 22,000 - 24,999	0	0.0	83.6
8. 25,000 - 27,999	0	0.0	83.6
9. 28,000 et +	19	14.8	100.0
10. Non réponse	12	-	-
Total	128		

TABLEAU 5.2.3-1-
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (128 francophones)

* Caractéristiques
Fréquence
% de
l'échantillon
cumulé
%

Age (année de naissance)

1.	1901 - 1919	2	1.6	1.6	-
2.	1920 - 1929	7	5.6	7.3	-
3.	1930 - 1939	18	14.5	21.8	-
4.	1940 - 1949	45	36.3	58.1	-
5.	1950 - 1970	52	41.9	100.0	-
6.	Non réponse	4	-	-	-
Total		128			

Sexe

1.	Hommes	61	52.6	52.6	-
2.	Femmes	55	47.4	100.0	-
3.	Non réponse	12	-	-	-
Total		128			

Niveau d'éducation

1.	Elémentaire	3	2.6	2.6	-
2.	Secondaire	60	52.2	54.8	-
3.	Post-secondaire	33	28.7	83.5	-
4.	Universitaire	19	6.5	100.0	-
5.	Non réponse	13	-	-	-
Total		128			

* Voir le rapport du Groupe B pour une description plus détaillée de ces caractéristiques.

- la date de la première fois qu'ils ont suivi un PFL
- leur mois d'entrée dans leur PFL actuel
- les principaux ministères employeurs de ces personnes
- leur lieu de départ dans leur PFL actuel
- la méthode d'enseignement suivie.

5.2.3 QUI sont les fonctionnaires francophones qui suivent un PFL continue d'ANGLAIS?

Comment se répartissent les 128 fonctionnaires francophones de notre échantillon PENDANT en terme d'âge, de sexe, de catégorie profes-sionnelle, de niveau d'éducation, etc? Quels sont leurs principaux traits de personnalité, les valeurs qu'ils placent au premier rang, etc.? C'est à ces deux questions que nous répondons brièvement dans la présente section.

Comme dans les deux cas précédents (AVANT et PENDANT anglo-

phones), cette description, présentée sous formes de tableaux, est très sommaire, notre objectif, encore une fois, n'étant pas de faire une

analyse approfondie en soi de la personnalité, des valeurs, des aptitudes

intellectuelles, du concept de soi et autres caractéristiques personnelles

du fonctionnaire francophone canadien. Ces caractéristiques personnelles

sont analysées, plus loin dans ce chapitre (section 5.2.6), en relation

avec les perceptions de ces personnes du contexte psycho-pédagogique

dans lequel ils se retrouvent lors de leur PFL.

Les mêmes informations que dans les deux cas précédents sont

fournies et les mêmes statistiques descriptives ont été utilisées:

fréquences ou moyennes selon le cas, indices de dispersion, etc.

5.2.3.1 Quelles sont leurs caractéristiques socio-biographiques?

Les tableaux 5.2.3-1- des pages suivantes indiquent la répartition des 128 fonctionnaires francophones de notre échantillon PENDANT selon:

- Leur âge
- Leur sexe
- Leur niveau d'éducation
- Leur catégorie professionnelle
- Leur catégorie de salaire
- Leur statut professionnel AVANT les PFL

Les perceptions des professeurs sont les suivantes:

- la compétence du professeur, son degré d'adhésion au bilinguisme, la méthode utilisée et l'efficacité du Bureau des Langues favorisent l'apprentissage;
- le manque de motivation des étudiants, l'inadéquation des examens, les tensions causées par le ECL, le manque d'informations fournies à l'étudiant et les faillies dans la collaboration entre les conseillers pédagogiques et les professeurs sont des éléments défavorables à l'apprentissage;
- les méthodes d'évaluation et le statut accordé à la fonction d'enseignant demeurent des éléments imprécis.

Dans l'ensemble, les professeurs et les étudiants ont des perceptions qui se ressemblent. Par ailleurs, ils ont tendance à se renvoyer la balle: les professeurs mettent davantage l'accent sur le manque de motivation des étudiants et ceux-ci se posent des questions sur le degré de motivation de certains professeurs. Les deux groupes s'accordent pour voir des problèmes dans le manque d'homogénéité des groupes et dans la trop grande emphase mise sur le ECL.

TABLEAU 5.2.1-4-

Synthèse des réponses aux questions ouvertes

Sources de difficulté	Causas d'échecs ou d'abandons				
		%	Rang	%	Rang
Motivation et attitudes des étudiants		26.7	2	24.2	1
Composition des groupes		30.0	1	0	-
Environnement organisationnel				12.9	3
Caractéristiques personnelles		5.1	4	16.0	2
Pédagogie		3.4	6	6.4	5
Difficultés d'apprentissage		5.1	4	12.8	4
Environnement pédagogique		11.9	3	0	-
Evaluation		0	-	3.2	6
Motivation et attitudes des professeurs		1.7	7	0	-
Aucun problème		1.7	7	-	-

Notes: Les pourcentages correspondent à la proportion de raisons données dans un domaine par rapport à l'ensemble des réponses.
La proportion manquante correspond à des raisons éparées ne pouvant être regroupées ici.

Les professeurs attribuent les échecs ou les abandons surtout aux caractéristiques individuelles des étudiants. Ils remettent peu en question les aspects pédagogiques et leur propre motivation. Il semble que les conditions du milieu organisationnel ne seraient pas toujours favorables à l'apprentissage.

Ces résultats vont dans le même sens que ceux de l'échelle G. Les professeurs perçoivent leur enseignement et les autres éléments pédagogiques comme étant favorables à l'apprentissage alors qu'ils émettent des doutes sur le niveau de motivation des étudiants.

- Les tensions causées par l'obligation de passer le ECL,
- Le manque d'informations dispensées à l'étudiant,
- Les failles dans la collaboration conseillers pédagogiques-professeurs.

Les perceptions sont peu claires au sujet:

- des attentes des étudiants vis-à-vis de l'issue du cours,
- de l'évaluation,
- du statut accordé à la fonction d'enseignant.

Les aspects purement pédagogiques ne semblent pas causer beaucoup de problèmes.

5.2.2.2 Que disent les professeurs anglophones à propos des difficultés et facteurs d'échecs dans les PFL?

Les réponses aux questions ouvertes viennent-elles confirmer ces résultats? Le tableau 5.2.1-4- de la page suivante, présente la synthèse de ces données.

Les deux principales sources de problèmes semblent être:

- Le manque de motivation d'un certain groupe d'étudiants et leurs attitudes défavorables envers l'apprentissage de la langue seconde;
- Le manque d'homogénéité des groupes d'étudiants surtout à propos du niveau d'apprentissage.

- Les professeurs réclament que les conseillers pédagogiques fassent davantage équipe avec eux.
- Les étudiants seraient moyennement satisfaits à l'endroit de l'enseignement dispensé par le professeur.
- Les professeurs considèrent que leur contribution à l'évolution linguistique de leurs étudiants est assez considérable.
- Selon les professeurs, l'intérêt de ses étudiants pour la matière serait stable depuis le début des cours.
- Il ressort de ces données que les perceptions les plus positives portent sur:
 - l'image que le professeur se fait de lui-même en tant qu'enseignant,
 - son degré d'adhésion au bilinguisme,
 - le Bureau des langues: son efficacité, l'atmosphère créée par les administrateurs, l'aide des conseillers pédagogiques aux étudiants,
 - la méthode utilisée,
 - la stabilité de sa carrière.
- Les perceptions les plus négatives portent sur:
 - la motivation de l'étudiant,
 - l'adéquacité des examens,

- La façon dont le niveau d'apprentissage a été évalué depuis le début des cours est plus ou moins adéquate.
- D'après ces professeurs, les étudiants sont plutôt satisfaits par rapport au travail qu'ils ont effectué dans le cadre du cours.
- Les étudiants seraient aussi assez satisfaits relativement au cours.
- Le Bureau des langues est une institution efficace. Par ailleurs, le Bureau des langues ne dispense pas aux étudiants des informations assez précises concernant les méthodes d'enseignement, le contenu des cours et la façon dont ils seront évalués.
- Le matériel pédagogique technique est adéquat.
- Les administrateurs de l'école contribuent à créer une atmosphère favorable à l'apprentissage.
- Les conseillers pédagogiques apporteraient suffisamment d'aide aux étudiants dans la solution de leurs difficultés personnelles.
- Une grande partie des professeurs désirent que soit révalorisée la fonction d'enseignant dans la fonction publique.
- Les professeurs disent adhérer beaucoup au bilinguisme comme objectif poursuivi par le gouvernement.
- Les avis sont partagés au sujet du fait que les conseillers seraient trop d'administration et pas assez de supervision pédagogique.

Niveau de compétence linguistique attendu par ces étudiants

Les professeurs croient que les étudiants ont des attentes plus ou moins élevées quant à leurs habiletés linguistiques au terme de leur formation. Ils pensent qu'ils s'attendent surtout à pouvoir parler et comprendre et moins à pouvoir lire et écrire.

Stabilité dans la carrière de professeur

Ces énoncés étaient formulés négativement; le score 2.07 indique donc des réponses positives face à la stabilité de leur carrière. Les professeurs croient surtout qu'ils sont motivés à faire carrière dans l'enseignement et rejettent l'intention de se servir de l'enseignement comme porte d'entrée pour d'autres postes dans la fonction publique.

Les 20 composantes suivantes étaient mesurées au moyen d'un seul énoncé chacune; nous les décrivons donc de façon plus restreinte.

- Il semble qu'il n'y ait pas beaucoup de correspondance entre le contenu des examens et les aspects importants vus durant les cours.

- Les évaluations faites par les professeurs tiendraient les étudiants assez bien informés sur leur progrès durant le cours.

- Le cours vise à vraiment apprendre l'anglais mais est aussi centré sur le fait de faire passer le ECL.

- Les plus grandes tensions seraient causées par l'obligation de passer le ECL.

- Le rythme d'enseignement de la matière permettrait à l'étudiant de suivre son propre rythme d'apprentissage.

Dans l'ensemble, on constate que les perceptions des professeurs sont assez partagées selon les différents aspects. Près du tiers des réponses traduisent des perceptions négatives; un sixième, des perceptions ambivalentes ou neutres et la moitié, des perceptions modérément positives. Reprenons les résultats de chacune des composantes.

Valeur de la méthode pédagogique employée

Les réponses sont plutôt positives. Les professeurs croient surtout que la méthode favorise la participation active des étudiants, les interactions entre professeurs et étudiants et entre les étudiants eux-mêmes. Ils sont moins certains que cette méthode stimule toujours l'intérêt et qu'elle est adaptée au style d'apprentissage des étudiants.

Auto-évaluation du professeur

Les professeurs ont une image très positive de leur enseignement et les scores sont à peu près tous les mêmes pour tous les aspects de leur tâche.

Degré de motivation de l'étudiant

Les professeurs ont l'impression que les étudiants ne sont pas très motivés pour l'apprentissage. Le score moyen s'élèverait peut-être un peu si on tenait compte que trois de ces items portaient sur une échelle de réponses différentes; on demandait au professeur d'évaluer son groupe par rapport aux autres étudiants; les réponses indiquent qu'ils se situent autour de la moyenne ce qui n'est pas nécessairement négatif bien que le score enregistré soit faible. Il semble, cependant, que la motivation des étudiants, telle que perçue par les professeurs, ne soit pas très marquée.

TABLÉAU 5.2.1-3- (suite)
Synthèse des perceptions des professeurs anglophones

Composantes	N	M	écart- type
Adequacité du matériel pédagogique	21	4.42	1.50
Atmosphère administrative favorable	21	4.66	1.27
Adequacité des conseillers pédagogiques	21	4.81	1.40
Désir que soit revalorisée la fonction d'ens.	21	3.66	1.59
Manque d'adhésion des prof. au bilinguisme	21	1.61	0.97
Exagération des fonctions administratives chez les conseillers pédagogiques	21	2.95	1.83
Désir que les cons. et les prof. fassent plus équipe	19	3.73	1.48
Satisfaction des ét. par rapport à l'ens. des prof.	21	3.95	1.11
Importance de ses apports pour l'apprentissage	21	3.90	1.17
Variation de l'intérêt des ét. pour la matière	20	3.15	1.75

TABLEAU 5.2.1-3-

Synthèse des perceptions des professeurs anglophones

Composantes	N	M	écart- type
Valeur de la méthode pédagogique	21	4.63	0.94
Auto-évaluation du professeur	21	5.22	0.51
Degré de motivation de l'étudiant	21	3.38	0.45
Niveau de compétence l. attendu par ét.	21	3.98	0.78
Stabilité dans la carrière de professeur	21	2.07	0.95
Correspondance entre les examens et le contenu des cours	21	2.14	2.24
Capacité des évaluations faites à renseigner sur progrès	21	4.42	1.39
Degré de concentration du cours sur le ECL	21	2.90	1.70
Le ECL comme source de tension	21	4.04	1.77
Adequacité du rythme d'enseignement	21	4.38	1.16
Adequacité de l'évaluation de l'appr.	21	3.81	1.43
Satisfaction de l'ét. par rapport au travail acc.	21	4.33	1.27
Satisfaction de l'ét. par rapport au cours	21	4.28	1.27
Efficacité du Bureau des langues	21	4.57	0.81
Fidélité de l'information venant du B. des l.	21	3.00	1.73

5.2.2 Quelles sont les perceptions des professeurs anglophones du
CONTEXTE PSYCHO-PÉDAGOGIQUE des PFL continué?

Les perceptions des professeurs ont été recueillies grâce à l'échelle P⁷² et aux questions ouvertes qui accompagnaient ce questionnaire. Celui-ci portait sur 5 composantes⁷³ du contexte psycho-pédagogique révélées par l'analyse factorielle; 20 autres composantes ont été isolées à partir de critères théoriques ou logiques. Les questions ouvertes portaient sur les sources de difficultés d'apprentissage et sur les causes d'échecs ou d'abandons.

Le lecteur notera sans aucun doute que seul 21 professeurs ont répondu à nos questions. Ce sous-échantillon est beaucoup plus restreint que les précédents, mais représente néanmoins 30% de la population-référence.

5.2.2.1 Que se dégage-t-il du questionnaire P?

Le tableau 5.2.1-3- de la page suivante, présente la synthèse des résultats de l'échelle P.

⁷² La description de cet instrument se trouve dans la section 3.3 du chapitre sur la méthodologie.

⁷³ Les composantes sont définies dans la section 3.1 du chapitre troisième.

RESUME DE LA SECTION 5.2.1

En résumé, on pourrait classer les différents éléments du contexte psycho-pédagogique en trois groupes d'après les perceptions des fonctionnaires:

- les éléments favorables:
 - la compétence des professeurs,
 - la pédagogie en général,
 - les attentes vis-à-vis de l'issue du cours,
 - l'intérêt pour l'apprentissage chez un bon nombre d'étudiants;
- les éléments défavorables:
 - le degré de concentration du cours sur le ECL,
 - le ECL comme source de tension,
 - le manque de motivation d'un certain groupe d'étudiants,
 - le manque d'homogénéité des groupes d'étudiants, surtout à propos du niveau linguistique;
- les éléments qui demeurent peu clairs:
 - le manque de motivation d'un certain groupe de professeurs,
 - le degré de cohésion du groupe d'étudiants,
 - l'adéquacité du matériel pédagogique.

Note: Les pourcentages indiquent la proportion de réponses concernant un aspect par rapport au nombre total de réponses.
La proportion manquante est due à des éléments trop disparates pour être regroupés ici.

Les fonctionnaires attribuent les causes de difficultés, d'échecs et d'abandons surtout au manque de motivation des étudiants et à leurs attitudes peu favorables envers l'apprentissage de la langue seconde. Il semble que cette raison soit fondamentale. Des problèmes seraient aussi dus au manque d'homogénéité des groupes d'apprentissage; les étudiants ne seraient pas adéquatement regroupés selon leur niveau d'apprentissage et leur statut professionnel. Un certain nombre de fonctionnaires pensent que les professeurs ne sont pas vraiment motivés et croient plus ou moins en leur travail. Les étudiants qui sont encore en formation ne semblent pas trop souffrir à propos de la pédagogie mais ils attribuent à cette dernière un bon nombre d'échecs ou d'abandons. Par ailleurs, on croit, en général, que ces échecs dépendent surtout d'éléments individuels et moins des conditions de l'environnement. Ces résultats mettent en lumière des éléments différents que ceux de l'échelle G. Bien sûr, il est différent de demander au fonctionnaire s'il perçoit positivement une condition et s'il peut énumérer les aspects les plus défavorables. Par ailleurs, il semble que ces derniers résultats viennent nuancer les premiers. Nous nous demandons si la cohésion du groupe et la motivation des étudiants étaient assez élevées; les sources de difficultés se retrouvent surtout dans ces deux éléments. L'aspect pédagogique recueillait des réponses positives et semble ici peu important comme cause de problèmes. On percevait les professeurs comme compétents mais on remet ici en question leur motivation.

Synthèse des réponses aux questions ouvertes de l'échelle G.

TABEAU 5.2.1-2-

Sources de difficulté	Causes d'échecs ou d'abandons						
%	Rang	%	Rang				
41.9	1	27.1	1	motivation et attitudes des étudiants			
14.2	2			composition des groupes			
13.5	3	9.0	5	motivation et attitudes des professeurs			
8.4	4	4.8	7	environnement pédagogique			
4.5	6	13.3	2	pédagogie			
1.2	7	12.1	3	difficultés d'apprentissage			
0.6	8	10.1	4	caractéristiques personnelles			
		8.5	6	environnement organisationnel			
6.5	5	-	-	aucun problème			

Les aspects qui apparaissent les plus négatifs sont:

- Le degré de centration du cours sur le ECL,
- Le ECL comme source de tension.

Deux aspects, tout en recueillant des scores positifs, devraient théoriquement recueillir plus d'approbation pour apparaître vraiment favorables:

- la cohésion du groupe d'apprentissage,
- le degré de motivation à apprendre la langue seconde.

Les autres aspects ne semblent pas présenter trop de problèmes même si les réponses ne sont pas enthousiastes à leur sujet; le seul aspect qui semble amener des difficultés pour un assez grand nombre d'étudiants est:

- l'adéquacité du matériel pédagogique.

Il ressort de toutes ces données que la plupart des conditions liées à la pédagogie apparaissent favorables aux fonctionnaires-étudiants; que l'emphasis mise sur le ECL leur cause des problèmes d'autant plus qu'ils ne sont pas convaincus que le cours a pour but de vraiment leur apprendre la langue seconde; cet élément pourrait contribuer à faire baisser leur motivation; il ressort aussi que la cohésion du groupe et le degré de motivation, tout en étant positifs, n'apportent peut-être pas autant de support à l'apprentissage que ce qui serait désirable.

5.2.1.2 Que disent les fonctionnaires francophones à propos des difficultés et facteurs d'échecs dans les PFL?

L'analyse de contenu des questions ouvertes nous permet de connaître quelles sont les sources de difficulté dans l'apprentissage de la langue seconde et les causes d'abandon ou d'échecs telles que perçues par les fonctionnaires. Le tableau 5.2.1-2- de la page suivante rend compte de ces données.

Adequacité du matériel pédagogique

Les réponses sont moins positives à ce sujet. Il semble que les bandes sonores, magnétophones, etc... ne seraient pas toujours adéquats.

Habileté linguistique perçue

Lorsqu'on demande aux fonctionnaires d'auto-évaluer leur habileté linguistique en comparaison avec les autres étudiants, ils se situent dans la moyenne.

Variation de l'intérêt pour la matière

Nous demandons à l'étudiant si son intérêt s'était accru, était resté stable ou avait diminué. L'écart-type indique qu'il y a pas mal de différences d'un fonctionnaire à l'autre. Le score de 3.6 indiquerait que l'intérêt serait resté stable pour près de la moitié des fonctionnaires et se serait un peu accru pour à peu près le même nombre.

Satisfaction relative au cours

Cet élément est moyennement favorable. La satisfaction générale vis-à-vis du cours est un peu plus positive que négative. On a vu que la plupart des scores traduisent un accord aux énoncés qui expriment des conditions favorables du contexte psycho-pédagogique. Cet accord n'est jamais très prononcé; ainsi, aucune composante ne ressort comme très favorable. Il y a cependant des aspects qui apparaissent plus positifs que les autres; ce sont:

- la satisfaction à l'endroit des professeurs,
- le niveau de compétence linguistique attendu à la fin du cours,
- la satisfaction du travail accompli.

Capacité des évaluations faites à renseigner sur les progrès

Le seul item de cette composante recueille des réponses assez positives. Les étudiants considèrent que les évaluations faites par les professeurs les renseignaient assez bien sur leurs progrès durant les cours.

Degré de concentration du cours sur le ECL

Cet item était formulé négativement. Les fonctionnaires expriment un désaccord partiel; de plus, l'écart-type est assez élevé indiquant que les perceptions sont partagées. On pourrait dire qu'un grand nombre d'étudiants croit que le cours vise surtout à faire passer le ECL plutôt qu'à vraiment apprendre la langue seconde.

Le ECL comme source de tension

Ici aussi, les fonctionnaires sont légèrement en désaccord avec l'énoncé formulé négativement et l'écart-type est assez élevé. Un grand nombre d'étudiants croient que les plus grandes tensions sont causées par l'obligation de passer le ECL.

Adequacité du rythme d'enseignement

Cet élément est assez favorable; les étudiants estiment que le rythme de l'enseignement leur permet assez bien de suivre leur propre rythme d'apprentissage.

Satisfaction du travail accompli

Ce score est parmi les plus élevés. La satisfaction générale est relativement bonne à propos du travail accompli dans le cadre du cours.

Efficacité du Bureau des Langues

Les scores sont moyennement positifs. Les étudiants croient que le Bureau des Langues est une institution assez efficace, qu'il dispense des informations assez précises sur le contenu des cours et que les administrateurs créent un climat qui est relativement facilitant pour l'apprentissage. Les réponses sont plus ambivalentes à propos de l'information reçue sur les méthodes d'enseignement et d'évaluation.

Niveau de compétence linguistique attendu à la fin du cours

Les réponses pour cette composante sont parmi les plus positives. Bien sûr, un score de 4.6 n'indique pas que tous les fonctionnaires s'attendent à se débrouiller facilement en langue seconde; cependant, on peut dire que, dans l'ensemble, les étudiants croient qu'ils compléteront leur apprentissage et que celui-ci leur permettra d'utiliser la langue seconde. Ils pensent qu'ils seront plus adéquats dans les activités: lire et comprendre que dans les activités: parler et écrire.

Degré de motivation à apprendre la langue seconde

Les scores ne sont pas très élevés. Comme l'écart-type est bas, il semble que la plupart des fonctionnaires, tout en étant intéressés au programme, n'ont pas une motivation très intense. Par ailleurs, deux énoncés biaisent quelque peu les résultats. L'item 78 portait sur l'auto-évaluation de l'intérêt par rapport aux autres étudiants; le score est 3.3 mais non négatif puisqu'il indique un intérêt légèrement au-dessus de la moyenne. L'item 31 plaçait les fonctionnaires dans la situation où ils auraient à payer pour leur apprentissage et à étudier dans leurs moments libres; il semble que leur motivation ne va pas jusque là. Si l'on tient compte de ces deux scores, on peut dire que les éléments de cette composante sont moyennement favorables.

Valeur de la méthode pédagogique employée

Cette composante recueille des réponses moyennement positives. Les scores sont à peu près semblables pour chacun des items. Les fonctionnaires croient surtout que la méthode permet une participation active de la part des étudiants et qu'elle favorise les interactions entre étudiants et entre professeurs et étudiants. Par ailleurs, ils ne sont pas certains que la méthode permet de savoir ce dont on est capable à la fin de chaque leçon.

Cohésion du groupe d'apprentissage

Les réponses sont, ici aussi, moyennement positives. Les éléments les plus favorables seraient : le fait que l'atmosphère permet d'être à l'aise, qu'il n'existe pas trop de conflits entre les étudiants et que par conséquent, ces conflits interfèrent peu avec leur apprentissage; ils croient aussi qu'il est assez facile de participer. Par ailleurs, les éléments les moins favorables seraient le fait que les étudiants ne s'apportent pas beaucoup d'entraide dans leur apprentissage et qu'ils n'ont pas une idée claire de l'opinion des autres étudiants à leur sujet.

Satisfaction à l'endroit des professeurs

Cette composante recueille le plus grand nombre de réponses positives. Les scores sont presque tous semblables. L'item 72 portait sur la satisfaction générale envers les professeurs; les réponses se situent entre satisfaction plus ou moins forte et satisfaction forte. Les éléments les plus favorables seraient que les professeurs répondent bien aux questions, respectent les horaires et traitent leurs étudiants comme des personnes et non comme des numéros. Les réponses sont un peu moins positives au sujet de l'accessibilité des professeurs, de leur sensibilité aux difficultés des étudiants, de leur ouverture aux suggestions et critiques, de la façon dont ils ont réparti la matière dans les périodes d'enseignement et, finalement, de la capacité des échanges professeurs-étudiants à rendre les cours intéressants.

Synthèse des résultats à l'échelle G.: fonctionnaires-étudiants
francophones

TABLÉAU 5.2.1-1-

Composantes	N	M	écart- type
• valeur de la méthode pédagogique	95	4.14	0.90
• cohésion du groupe d'apprentissage	97	4.19	0.53
• satisfaction à l'endroit des professeurs	97	4.77	0.74
• efficacité du Bureau des Langues	97	4.29	0.97
• niveau de compétence l. attendu	96	4.62	1.14
• degré de motivation des étudiants	97	3.99	0.51
• capacité des éval. à renseigner sur progrès	77	4.24	1.30
• degré de centration du cours sur ECL	94	3.17	1.54
• le ECL comme source de tension	92	3.38	1.56
• adéquacité du rythme d'ens.	93	4.30	1.30
• adéquacité de l'évaluation de l'appr.	89	4.38	1.27
• satisfaction du travail accompli	96	4.52	0.95
• adéquacité du matériel pédagogique	95	3.93	1.49
• habileté linguistique perçue	93	3.13	0.43
• augmentation de l'intérêt	94	3.69	1.14
• satisfaction relative au cours	96	4.18	1.31

5.2 APPRENTISSAGE DE L'ANGLAIS LANGUE SECONDE

5.2.1 Dans quel genre de CONTEXTE PSYCHO-PEDAGOGIQUE se trouvent les fonctionnaires-étudiants francophones d'un PFL continue d'ANGLAIS langue seconde?

La présente section décrit les perceptions qu'ont de leur environnement psycho-pédagogique les fonctionnaires-étudiants francophones engagés dans un PFL continue d'anglais langue seconde.

Comme pour l'échantillon des fonctionnaires-étudiants anglophones, les données pour les francophones proviennent de l'échelle G⁷¹. Ces résultats seront éclairés grâce à l'analyse de contenu des questions ouvertes qui accompagnaient ce questionnaire.

5.2.1.1 Que se dégage-t-il du questionnaire G?

Le tableau 5.2.1-1- de la page suivante, présente la synthèse des résultats de cette échelle. En général, les réponses indiquent un accord léger avec les énoncés c'est-à-dire qu'elles se situent aux alentours de 4 sur l'échelle en 6 points. Les perceptions du contexte pédagogique sont donc un peu plus positives que négatives; par ailleurs, on ne peut dire que la tendance vers le positif est très marquée. Si nous examinons les réponses pour chacune des composantes, nous découvrons des nuances d'un aspect du contexte à l'autre.

⁷¹ Pour une description de cet instrument, voir la section 3.3 du chapitre sur la méthodologie.

La variation dans la perception des composantes du contexte psycho-pédagogique, chez les fonctionnaires-étudiants anglophones, ne semble pas pouvoir être expliquée à partir de leurs traits individuels et de leurs perceptions du milieu organisationnel dans lequel ils évoluaient au moment d'entreprendre leur formation linguistique.

C'est le degré de motivation à apprendre la langue française que nous avons pu le mieux comprendre à la suite des analyses de régression multiples effectuées, dégageant l'importance de l'attitude devant l'apprentissage du français et de l'usage du français à l'extérieur du milieu de travail dans la variation de la motivation à apprendre le français. Mais même dans ce cas, cependant, la proportion de la variance expliquée reste faible.

Il ne nous est pas possible à la suite de cette analyse d'identifier clairement les points faibles de la situation globale du fonctionnaire-étudiant anglophone en termes de relations entre des variables. C'est seulement composante par composante, variable par variable, que nous pouvons encore à ce point-ci identifier des états de faits qui méritent d'être améliorés, sans qu'on puisse identifier les liens réels entre eux. Et il faut en revenir à la description de ces variables et composantes (section 5.1.1 à 5.1.5) pour dresser le bilan de ces points qui font défaut et qui méritent d'être améliorés. C'est ce à quoi le chapitre de synthèse et des conclusions (voir plus loin) s'applique en plus de souligner les points forts de la situation.

Il apparaît par ailleurs que l'attitude face à l'apprentissage de la langue française (mesurée par l'échelle C) a des liens avec un bon nombre de ces composantes. L'attitude envers les Canadiens français semble au contraire n'en pas avoir. Le milieu organisationnel antérieur également n'aurait que peu de liens avec la perception du contexte psycho-pédagogique.

pour nous permettre de simplement pointer du doigt l'attitude face à l'apprentissage du français comme la source de la motivation mitigée à l'apprentissage de la langue seconde que nous observons par ailleurs (voir 5.1.1.: composante 6, $M = 3.68$).

La perception de sa propre habileté linguistique (composante 14)

Les étudiants anglophones perçoivent leur habileté linguistique comme se situant dans la moyenne (voir 5.1.1.: $M = 3.14$). Nous découvrons en plus ici que cette perception varie en fonction de l'évaluation que les professeurs font de l'habileté de l'étudiant à comprendre le français parlé, en fonction inverse de l'anxiété ressentie dans l'usage du français en classe et en fonction de leur aptitude évaluée par le "M.L.A.T.:

works in sentences". Nous voulons simplement souligner ici le rapport qui existe entre l'évaluation que le professeur fait de l'étudiant,

l'anxiété ressentie en classe et l'auto-évaluation de l'étudiant.

Encore ici la faible proportion de la variance expliquée ne nous permet pas plus que d'attirer l'attention sur la combinaison de ces facteurs,

en particulier sur l'impact que pourrait avoir sur l'image de soi de

l'étudiant l'effet combiné de l'évaluation de son professeur et de

l'anxiété qu'il pourrait ressentir en classe quand il utilise le français.

Les autres composantes du contexte psycho-pédagogique

Il convient enfin de souligner jusqu'à quel point de nombreuses

composantes de la situation d'apprentissage restent obscures en dépit

des multiples relations que nous avons tenté d'examiner. On sait peu de

choses de ce qui fait que la méthode pédagogique est plus appréciée ou

moins appréciée, que la satisfaction à l'endroit des professeurs est

plus grande ou moins grande, que le degré de motivation même est plus

élevé ou moins élevé, que le ECL est source de tension plus grande ou

moins grande, que le rythme d'enseignement paraît adéquat ou non, que

l'intérêt pour la matière baisse ou monte en cours de formation, ou que

la satisfaction face aux cours est forte ou faible.

Voyons maintenant, tel qu'annoncé précédemment, les composantes du milieu psycho-pédagogique qui sont les mieux expliquées à partir de la régression multiple.

Le degré de motivation face à l'apprentissage de la langue seconde (composante 6)

L'effet combiné des attitudes face à l'apprentissage du français, de la fréquence d'usage du français en dehors du milieu de travail, de la perception de l'utilité de la langue seconde pour la participation à la vie de l'organisation et enfin de l'âge (selon une relation négative dans ce dernier cas) permettent d'expliquer 23% de la variation du degré de motivation à apprendre le français. De ces

variables, ce sont les attitudes face à l'apprentissage du français et la fréquence d'usage en dehors du milieu de travail qui permettent de comprendre la plus grande part de la variation expliquée. A l'échelle d'attitudes (échelle C), nous avons (voir section 5.1.4) observé un score moyen de 4,74 pour la sous-échelle d'attitude devant l'apprentissage de la langue seconde. C'était le score moyen le plus élevé de l'échelle. Nous avons qualifié cette attitude de modérément positive.

D'autre part, les résultats relatifs à l'usage de la langue française en dehors du milieu de travail nous indiquaient que les fonctionnaires-étudiants anglophones utilisaient rarement la langue française en dehors du milieu de travail (voir 5.1.5).

Si l'attitude positive face à l'apprentissage du français couplée à la fréquence d'utilisation du français en dehors du milieu de travail s'avère, dans une certaine mesure, un facteur de prédiction du degré de motivation à l'apprentissage du français, nous serions ici en présence d'un indice intéressant quant à un point faible de la situation. Nous ne pouvons pas prétendre posséder plus qu'un indice cependant, étant donné la trop grande proportion de la variance de cette composante qui nous échappe. La motivation de l'étudiant anglophone à apprendre le français dépend de trop d'autres facteurs non identifiés par notre étude

Synthèses des relations importantes

TABLÉAU 5.1.6-4-

Catégories de variables

Prop. du nb de variables

Prop. de relations importantes *

Prop. moyenne de la var. expliquée

. caractéristiques socio-biographiques	33.3%	5.0%	1.0%
. intelligence	50.0%	3.4%	2.0%
. aptitudes linguistiques	60.0%	6.8%	1.2%
. classement	50.0%	1.7%	1.0%
. concept de soi	25.0%	3.4%	2.0%
. personnalité	20.0%	13.5%	1.2%
. valeurs instrumentales	16.7%	8.5%	1.2%
. attitudes et motivations	62.5%	28.8%	4.2%
. milieu organisationnel antérieur	72.7%	16.9%	1.8%
. rendement scolaire linguistique	46.6%	11.8%	2.6%
. contrôle (ROTTER)	100.0%	1.7%	1.0%

* Le nombre de relations importantes retenues est de 59. C'est la proportion de ces 59 relations qui apparaît dans cette colonne.

A partir du tableau précédent, il nous est possible de mettre en relief le jeu de chaque catégorie de variables. A cette fin, dans le tableau 5.1.6-4-, nous allons dégager pour chaque catégorie de variables

- la proportion du nombre total de ses variables particulières qui apparaît dans les relations importantes;
- la proportion que cette catégorie obtient du nombre total des relations importantes;
- la proportion moyenne de la variance expliquée par ses variables dans les relations importantes.

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

16. SATISFACTION RELATIVE AU COURS

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.07	.07	.27	.27
2. Pratique - imaginaire	.02	.09	.30	-.11
3. Introv. - extroversion	.01	.10	.33	.14
4. Humble - péremptoire	.01	.12	.34	-.14

TABLEAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

15. VARIATION DE L'INTERET POUR LA MATIERE

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.07	.07	.26	.26
2. Paired associates	.02	.09	.30	-.12
3. Norme parler	.01	.10	.32	.13
4. ECL/LKE parler	.01	.11	.34	-.08
5. Usage L ₂ hors travail	.01	.13	.36	.18

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

14. HABILITE LINGUISTIQUE PERCUE

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Eval. prof. habil. compre.	.12	.12	.35	.35
2. Anxiété classe PFL	.04	.16	.40	-.30
3. Words in sentences	.01	.17	.42	.21

TABLEAU 5.1.6-6- (suite)
 Variables les plus importantes* dans l'explication de la composante
 13. ADEQUACITE DU MATERIEL PEDAGOGIQUE
 chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Motivation intégrative	.01	.01	.16	.13

TABLERAU 5.1.6-6- (suite)
Variables les plus importantes* dans l'explication de la composante
12. SATISFACTION DU TRAVAIL ACCOMPLI
chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Pratique - imaginatif	.01	.01	.12	-.12
2. Phonetic script	.01	.03	.17	.09

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante
11. ADEQUACITE DE L'EVALUATION DE L'APPRENTISSAGE
chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Compréhension auditive	.01	.01	.14	.14
2. Attitudes autre gr. ling.	.01	.01	.18	.13
3. Maîtrise de soi	.01	.01	.21	-.08
4. Phonetic script	.01	.05	.23	.13

TABLÉAU 5.1.6-6- (suite)
 Variables les plus importantes* dans l'explication de la composante
 10. ADEQUACITE DU RYTHME D'ENSEIGNEMENT
 chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Désinvolte - maître de soi	.01	.01	.13	.13
2. Intel. inf. - int. sup.	.01	.03	.17	-.11
3. Attitudes apprentis. L ₂	.01	.04	.20	.10

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

9. LE ECL. COMME SOURCE DE TENSION

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Adh�rence au gp. travail	.02	.02	.16	.16
2. PMA reason	.02	.05	.23	-.16
3. Exigences lin- guistiques	.02	.07	.27	.16
4. Courageux	.01	.08	.29	-.12

TABLÉAU 5.1.6-6- (suite)
 Variables les plus importantes* dans l'explication de la composante
 8. DEGRÉ DE CENTRATION DU COURS SUR LE ECL
 chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Destin. - maître de soi	.02	.02	.15	-.15
2. Absence renforcement L ₂	.01	.04	.20	.13
3. Rotter (locus of control)	.01	.05	.22	.13

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

7. CAPACITE DES EVALUATIONS FAITES A RENSEIGNER SUR LES PROGRES

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.02	.02	.16	.16
2. Norme comprendre	.01	.04	.20	.12

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

6. MOTIVATION FACE A L'APPRENTISSAGE DE LA L₂

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.14	.14	.37	.37
2. Usage L ₂ hors travail	.06	.20	.45	.36
3. Utilité L ₂ pour organismes.	.01	.22	.47	.32
4. Age	.01	.23	.48	-.11

TABLEAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

5. NIVEAU DE COMPETENCE LINGUISTIQUE ATTENDU

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Motivation intégrative	.06	.06	.26	.26
2. PMA spatial	.02	.09	.30	.12
3. Anxiété usage L ₂	.01	.10	.32	-.19
4. Norme parler	.01	.12	.34	.08
5. Absence support gp. travail	.01	.13	.36	-.16

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante

4. EFFICACITÉ DU BUREAU DES LANGUES

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.05	.05	.22	.22
2. Utilité L ₂ pour organism.	.02	.07	.27	.22
3. Imaginatif	.01	.08	.29	.11
4. Norme parler	.01	.10	.32	.12
5. Age	.01	.11	.33	-.10

TABLÉAU 5.1.6-6- (suite)

Variables les plus importantes* dans l'explication de la composante
3. SATISFACTION A L'ENDROIT DES PROFESSEURS

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.07	.07	.26	.26
2. Distribution	.01	.08	.29	.16
3. Pratique - imaginaire	.01	.10	.31	-.07
4. Résist. sup. au congé PFL	.01	.11	.33	-.14
5. Attitudes autre gp. ling.	.01	.12	.35	.24

TABLÉAU 5.1.6-6- (suite)

* Variables les plus importantes dans l'explication de la composante

2. COHESION DU GROUPE D'APPRENTISSAGE

chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
1. Attitudes apprentis. L ₂	.06	.06	.25	.25
2. Identité	.03	.09	.31	.22
3. Absence support autorité	.01	.11	.33	-.16
4. Niveau d'éducation	.01	.12	.34	-.07
5. Anxiété classe PFL	.01	.13	.36	-.16

TABLÉAU 5.1.6-6-
Variables les plus importantes* dans l'explication de la composante
1. VALEUR DE LA METHODE PEDAGOGIQUE EMPLOYEE
chez les fonctionnaires de l'échantillon PENDANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation multiple)	r (corrélation simple)
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1. Attitudes apprentis. L ₂	.07	.07	.26	.26
---	-----	-----	-----	-----

2. Imaginatif	.02	.09	.30	.14
3. Norme parler	.01	.10	.32	.12
4. Anxiété classe PFL	.01	.12	.35	.15

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et plus
de la variance.

* Résultats de la régression multiple par étapes (voir le "Manual SPSS"
pour la description détaillée de cette technique et de la programmation
suivie.

Malgré qu'il ne faille pas perdre de vue que les relations observées dans nos analyses de régression multiple ne rendent que minimalement compte des perceptions du contexte psychosociologique des étudiants anglophones, soulignons, après la présentation de ce dernier tableau, que ce sont les dimensions qui touchent le plus l'étudiant qui sont les mieux expliquées.

d) A partir de quelles variables psychosociales peut-on le mieux prédire les perceptions que les étudiants anglophones ont de leur contexte psychosociologique?

Les tableaux 5.1.6-6- présentent les résultats des équations de régression multiple pour chaque composante du contexte psychosociologique. Ces tableaux se trouvent à reprendre pour chacune des composantes, les relations déjà présentées au tableau 5.1.6-3- pour l'ensemble des variables analysées. De plus, ils présentent 1) le cumul des proportions de la variance expliquée par les variables retenues, 2) le coefficient de corrélation multiple et 3) le coefficient de corrélation simple des variables retenues avec chaque composante du contexte psychosociologique. A la suite de la présentation de ces tableaux, nous soulignerons les quelques relations qui demeurent intéressantes à regarder en dépit du fait que la possibilité de prédiction des perceptions du contexte psychosociologique à partir de nos variables psychosociales très faibles. Compte tenu de cela, nous limiterons aux composantes du contexte psychosociologique pour lesquelles la proportion de la variance expliquée est la plus élevée, à savoir la motivation à apprendre la langue seconde et la perception que l'étudiant a de son habileté linguistique.

TABLÉAU 5.1.6-5-

Proportion moyenne de la variance expliquée pour chaque groupe de composantes
du contexte psycho-pédagogique des étudiants anglophones

Proportion de la variance		Groupes de composantes	
.12	Composantes qui concernent la pédagogie	.21	Composantes qui concernent l'étudiant
.14	Composantes qui concernent la satisfaction PFL	.10	Composantes qui concernent le ECL

- capacité des évaluations faites à renseigner sur les progrès
- adéquacité du rythme d'enseignement
- adéquacité de l'évaluation de l'apprentissage
- adéquacité du matériel pédagogique.

Groupe 2: Les composantes qui concernent l'étudiant:

- cohésion du groupe d'apprentissage
- degré de motivation à apprendre la L2
- habileté linguistique perçue
- variation de l'intérêt pour la matière.

Groupe 3: Les composantes qui concernent la satisfaction par rapport au programme:

- niveau de compétence linguistique attendu
- satisfaction du travail accompli
- satisfaction relative au cours.

Groupe 4: Les composantes qui concernent le ECL

- degré de centration du cours sur le ECL
- le ECL comme source de tension.

La moyenne de la variance expliquée pour chaque groupe des composantes ainsi réunies apparaît au tableau 5.1.6-5- qui suit.

Ces sont les attitudes et les motivations qui à la fois entretiennent le plus grand nombre de relations importantes avec la perception du contexte psycho-pédagogique et atteignent une plus grande proportion moyenne de variance expliquée.

Les perceptions du contexte organisationnel antérieur interviennent dans 16.9% des relations importantes, avec une proportion moyenne de variance expliquée de 1.8%.

Le rendement scolaire intervient dans 11.8% des relations importantes, avec une proportion moyenne de variance expliquée de 2.6%; notons qu'à elle seule, une variable de cette catégorie explique 12% de la variance de la relation avec une des composantes du contexte psycho-pédagogique.

La personnalité intervient dans 13.5% des relations importantes observées, avec une proportion moyenne de la variance expliquée de 1.2%. Les variables de l'intelligence et du concept de soi expliquent en moyenne 2% de la variance, mais n'interviennent que dans 3.4% des relations importantes observées.

c) Quelles composantes du contexte pédagogique sont les plus expliquées?

Le tableau 5.1.6-2- répond déjà à cette question pour chaque composante prise isolément. Nous avons ici réuni en 4 groupes les composantes du contexte psycho-pédagogique en fonction de l'objet qu'elles concernent:

- Groupe 1: Les composantes qui concernent la pédagogie:
- valeur de la méthode pédagogique
 - satisfaction à l'endroit des professeurs
 - efficacité du Bureau des langues

TABLEAU 5.1.6-3- (suite)

Variables qui ressortent dans l'explication des 16 composantes du CONTEXTE PSYCHO-PEDAGOGIQUE chez les fonctionnaires anglophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Valeurs instrumentales:</u>																
imaginatif									.02							
courageux									.01							
maître de soi									.01							
<u>Attitudes et motivations:</u>																
motivation intégrative																
attitudes envers autre gp. ethnique																
attitudes apprentissage L2																
anxiété usage L2 hors travail																
anxiété en classe																
<u>Milieu organisationnel antérieur:</u>																
absence support autorités																
résistance supérieure au congé PFL																
utilité L2 pour l'organisation																
absence support du groupe de travail																
usage L2 hors travail																
absence renforcement L2																
adhérence groupe de travail																
perception des exigences linguistiques																
<u>Rendement scolaire linguistique:</u>																
<u>ECL: parler</u>																
<u>Evaluation des prof.: habil. comprendre</u>																
<u>Normes linguistiques:</u>																
parler																
comprendre																

Variables qui ressortent * dans l'explication des 16 composantes du CONTEXTE PSYCHO-PEDAGOGIQUE chez les fonctionnaires anglophones de l'échantillon PENDANT

Variables psychologiques et psycho-sociales	Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE et % de la variance															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Caractéristiques socio-biographiques:</u>																
Age																
Niveau d'éducation		.01		.01		.01										
<u>Traits psychologiques:</u>																
<u>Intelligence:</u>																
PMA "spatial"					.02											
PMA "reasoning"									.02							
<u>Aptitudes linguistiques:</u>																
MLAT: phonetic script										.01	.01					
MLAT: words in sentences												.01				
MLAT: paired associates													.01		.02	
<u>Test de classement: compréh. auditive</u>																
<u>"Locus of control" (ROTTER)</u>																
								.01								
<u>Concept de soi:</u>																
identité		.03														
distribution			.01													
<u>Personnalité:</u>																
pratique - imaginatif			.01													.02
désinvolte - maître de soi										.02						
intelligence inf. - intel. sup.									.01		.01					
introversion - extroversion																.01
humble - péremptoire																.01

* Seules les variables qui expliquent 1% et plus de la variance sont présentées ici. Les données détaillées se trouvent dans l'Appendice 3, section 3.2.1.4.

b) Quel type de variables est prépondérant dans les relations avec les composantes du contexte psycho-pédagogique?

Bien que le rôle des variables individuelles et organisationnelles soit peu important dans la perception du contexte psycho-pédagogique, nous avons quand même voulu analyser plus en détail les liens qu'elles entretiennent avec cette dernière. Dans cette analyse, nous n'avons retenu que les variables qui expliquaient 1% et plus de la variance⁷⁰. Le tableau 5.1.6-3- des pages suivantes présente la proportion de la variance expliquée par chaque variable individuelle et organisationnelle ainsi retenue, pour chacune des composantes du contexte psycho-pédagogique.

⁷⁰ Nous appellerons dorénavant "importantes" les relations entre ces variables et les composantes du contexte psycho-pédagogique.

Proportion de la variance expliquée pour chaque composante du contexte
psycho-pédagogique - étudiants anglophones

TABLÉAU 5.1.6-2-

Composantes		% de la variance
1.	Valeur de la méthode pédagogique employée	16
2.	Cohésion du groupe d'apprentissage	18
3.	Satisfaction à l'endroit des professeurs	19
4.	Efficacité du Bureau des langues	17
5.	Niveau de compétence linguistique attendu à la fin du cours	18
6.	Degré de motivation à apprendre la L2	26
7.	Capacité des évaluations faites à renseigner sur les progrès	10
8.	Degré de centration du cours sur le ECL	07
9.	Le ECL comme source de tension	13
10.	Adéquacité du rythme d'enseignement	08
11.	Adéquacité de l'évaluation de l'apprentissage	08
12.	Satisfaction du travail accompli	05
13.	Adéquacité du matériel pédagogique	04
14.	Habileté linguistique perçue	23
15.	Variation de l'intérêt pour la matière	17
16.	Satisfaction relative au cours	18

du milieu organisationnel antérieur au PFL⁶⁹. Il n'y a que dans le cas du degré de motivation à apprendre la langue seconde et dans celui de la perception que l'étudiant a de son habileté linguistique que l'on puisse minimallement identifier à quoi ces deux éléments sont reliés. Et c'est ce que nous verrons plus loin. Pour l'ensemble des composantes du contexte psycho-pédagogique, on peut conclure que les perceptions des fonctionnaires-étudiants dépendent d'autres déterminants que ceux que nous avons mesurés, vraisemblablement des particularités mêmes de ces composantes telles qu'elles se présentent dans la réalité quotidienne.

Cela ne nous empêche pas de connaître quelle perception les étudiants anglophones ont de leur contexte psycho-pédagogique (cela constitue l'objet de la section 5.1.1); nous disons simplement que ces perceptions dépendent d'abord et avant tout de ce qui se passe dans la réalité plutôt que des traits psycho-sociaux des fonctionnaires-étudiants anglophones eux-mêmes.

Nous considérons que la proportion de la variance est "faible" quand elle est de moins de .30. Elle est "forte" quand elle se situe entre .30 et .40. Elle est "très forte" entre .40 et .50.

On peut conclure des données présentées au tableau 5.1.6-2- qu'il est pratiquement impossible de rendre compte des perceptions du contexte psycho-pédagogique en s'appuyant uniquement sur la configuration des traits individuels des fonctionnaires-étudiants et sur leur perception

La variance des perceptions du contexte psycho-pédagogique des fonctionnaires-étudiants anglophones est expliquée par leurs caractéristiques individuelles et par leurs perceptions du milieu organisationnel dans des proportions fort variées. Le tableau 5.1.6-2- présente la proportion de la variance expliquée pour chaque composante du contexte psycho-pédagogique.

a) Quelle proportion de la variance est expliquée?

Les perceptions du contexte psycho-pédagogique portent sur 16 composantes, 6 provenant de l'analyse factorielle et 10 basées sur des critères théoriques ou logiques. Ces composantes sont différentes facettes d'une même réalité. Lorsque nous les analysons individuellement, ce n'est que pour mieux observer le contexte psycho-pédagogique sous différents angles et mieux cerner l'ensemble des conditions qui ont un lien avec l'apprentissage d'une langue seconde dans un PFL continue.

situation d'apprentissage du fonctionnaire-étudiant anglophone. Nous voulons maintenant vérifier si ces perceptions peuvent être expliquées par des variables organisationnelles (perception des composantes du milieu organisationnel) ou individuelles (caractéristiques socio-biographiques, traits psychologiques et attitudes). Lorsque nous parlons d'expliquer, nous ne prétendons pas qu'il existe une relation de cause à effet entre les caractéristiques individuelles ou organisationnelles et les perceptions du contexte pédagogique, mais plutôt que la connaissance d'une variable psycho-sociale dans ses relations avec d'autres variables psycho-sociales permettrait de prédire l'état de la perception du contexte psycho-pédagogique.

25	-	adéquacité du rythme d'enseignement
24	-	adéquacité de l'évaluation de l'apprentissage
26	-	satisfaction du travail accompli
12	-	adéquacité du matériel pédagogique
54	-	habileté linguistique perçue
32	-	variation de l'intérêt pour la matière
34	-	satisfaction relative au cours

Le nombre de corrélations est sensiblement le même pour toutes les composantes. Seule, la perception de sa propre habileté linguistique en comparaison avec la moyenne des autres étudiants semble avoir plus de liens avec les variables individuelles. La force des coefficients de corrélation varie très peu d'une composante à l'autre. Seulement les composantes : degré de motivation à apprendre la langue seconde et habileté linguistique perçue ont des corrélations un peu plus élevées.

5.1.6.2 ⁶⁷ Quels facteurs sont les plus importants ?

Nous avons vu dans la section précédente quels facteurs étaient significatifs reliés aux composantes du contexte psycho-pédagogique. La technique de la régression multiple ⁶⁸ permettra maintenant l'analyse de l'importance relative de ces variables dans l'explication des perceptions du contexte psycho-pédagogique. Pour mieux comprendre le but de cette étape, rappelons l'objectif de l'étude PENDANT qui consiste à connaître quels éléments conditionnent favorablement ou défavorablement le fonctionnaire PENDANT son PFL. Nous avons postulé que les perceptions du contexte psycho-pédagogique avaient une influence prépondérante sur la façon dont le fonctionnaire envisageait l'apprentissage et l'utilisation de la langue seconde. Dans la section 5.1.1, nous avons présenté les perceptions des fonctionnaires à propos du contexte pédagogique; celles-ci ont permis de faire ressortir les éléments positifs et négatifs de la

67

Pour faciliter le travail au lecteur, nous suivons exactement la même démarche d'analyse ici que lors de l'analyse des facteurs les plus importants de l'étude AVANT.

68

Pour l'explication détaillée de cette technique, voir le "Manual SPSS".

-	13.9% impliquent les mesures de rendement,
-	10.5% impliquent les variables du concept de soi,
-	8.2% impliquent les aptitudes linguistiques,
-	7.0% impliquent les variables liées aux valeurs,
-	2.8% impliquent les caractéristiques socio-biographiques,
-	2.6% impliquent les mesures de l'intelligence,
-	1.6% impliquent les mesures recueillies au moyen du test

Rotter.

Aucun type de variables ne domine vraiment. Il semble que les traits de personnalité, les attitudes et les perceptions du milieu

organisationnel sont plus souvent reliés aux composantes psycho-pédagogiques. Par ailleurs, on ne peut accorder une valeur absolue à ces pourcentages puisque le nombre de variables est inégal d'un domaine à l'autre et surtout parce que certaines variables sont très reliées entre elles; ainsi, certains facteurs d'attitudes et du milieu organisationnel n'apparaissent jamais seul en liaison avec plusieurs composantes psycho-pédagogiques.

Quelles composantes du contexte psycho-pédagogique ont le plus de corrélations significatives avec les variables individuelles?

Voici la liste de composantes et le nombre de corrélations significatives à .01:

-	valeur de la méthode	34
-	cohésion du groupe d'apprentissage	37
-	satisfaction à l'endroit des professeurs	37
-	efficacité du Bureau des langues	36
-	niveau de compétence linguistique attendu	36
-	degré de motivation à apprendre la langue seconde	27
-	capacité des évaluations à renseigner sur les progrès	31
-	degré de centration du cours sur le ECL	25
-	le ECL comme source de tension	27

Combien de facteurs ou variables ont des relations significatives avec les composantes du contexte psycho-pédagogique?

100 variables individuelles ont été mises en relation avec les 16 composantes psycho-pédagogiques. 87 de ces variables sont en corrélation significative à .01 c'est-à-dire: 87%. Le nombre de corrélations significatives à .01 est de 497.

Quelle est la force des coefficients de corrélations?

Si nous divisons les corrélations en cinq groupes, nous obtenons les données suivantes:

-	corrélations de .07 à .09:	45.7%
-	corrélations de .10 à .14:	35.2%
-	corrélations de .15 à .19:	12.8%
-	corrélations de .20 à .29:	4.4%
-	corrélations de .30 à .37:	1.8%

Les coefficients sont plutôt faibles. Ceci indique que peu de variables individuelles "expliquent" isolément les variations de perceptions du contexte psycho-pédagogique. Il est probable que ces perceptions sont plutôt liées à une constellation de variables en interaction les unes avec les autres. La prochaine étape statistique nous révélera l'importance de ces relations multiples.

Quel type de variables individuelles ont le plus souvent des corrélations significatives?

Sur les 497 corrélations significatives à .01,

- 18.6% impliquent les traits de personnalité,
- 18.2% impliquent les facteurs d'attitudes et de motivation,
- 16.8% impliquent les composantes du milieu organisationnel,

TABEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO-PEDAGOGIQUE	Rendement scolaire linguistique			
	NORME LIRE	NORME ECRIRE	NORME COMPRENDRE	NORME PARLER
1. Méthode pédag.	.12	.09	.12	.12
2. Cohésion groupe	.02	.03	.03	.03
3. Satisf. professeurs	.02	.04	.05	.07
4. Bureau des langues	.10	.07	.11	.12
5. Niv. compétence	.03	.03	.03	.08
6. Motivation L ₂	.00	.00	.05	.02
7. Evaluation PFL	.11	.10	.12	.12
8. ECL (cours)	.03	.06	.06	.01
9. ECL (test)	.04	.04	.06	.02
10. Rythme ens.	.11	.08	.10	.10
11. Eval. adéq.	.01	.02	.06	.06
12. Satisf. travail	.01	.02	.03	.01
13. Matériel pédag.	.02	.01	.01	.05
14. Habil. perçue	-.16	-.13	-.16	-.15
15. Var. intérêt	.10	.08	.11	.13
16. Satisf. cours	.08	.07	.08	.12

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO-PEDAGOGIQUE				Variables indépendantes (rendement scolaire linguistique)	
				RENDEMENT HAB. COMP.	RENDEMENT HAB. PARLER
				N MOYEN	LECONS CONV.
1.	Méthode pédag.	-.01	.00	.01	.02
2.	Cohésion groupe	-.01	-.00	.03	.03
3.	Satisf. professeurs	-.02	.01	-.03	-.03
4.	Bureau des langues	-.04	-.04	.03	.03
5.	Niv. compétence	.00	.05*	.12**	.01
6.	Motivation I ₂	-.03	.01	-.05*	-.05*
7.	Evaluation PFL	.04	.02	-.08**	-.08**
8.	ECL (cours)	.08**	.03	-.01	-.01
9.	ECL (test)	-.08**	-.06*	-.09**	-.09**
10.	Rythme ens.	.03	-.03	-.10**	-.10**
11.	Eval. adéq.	-.02	-.02	.05*	.05*
12.	Satisf. travail	.02	.03	.03	.03
13.	Matériel pédag.	-.01	.02	.08*	.08*
14.	Habil. perçue	.07**	.10**	.16**	.16**
15.	Var. intérêt	.01	-.02	-.04	-.04
16.	Satisf. cours	.00	.03	.00	.00

TABLEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (rendement scolaire linguistique)			
	EVAL. PROF. HAB. LIRE	EVAL. PROF. HAB. ECRIRE	EVAL. PROF. HAB. COMP.	EVAL. PROF. HAB. PARLER

1. Méthode pédag.	.01	.02	.05*	.07**
2. Cohésion groupe	.05*	.06*	.12**	.10**
3. Satisf. professeurs	.05*	.01	.10**	.09**
4. Bureau des langues	.03	-.00	.00	-.01
5. Niv. compétence	.06*	.02	.08**	.06*
6. Motivation L ₂	.01	.00	-.02	-.01
7. Evaluation PFL	.01	.04	.06*	.05*
8. ECL (cours)	.02	-.01	-.02	-.02
9. ECL (test)	-.07**	-.02	-.07**	-.09**
10. Rythme ens.	-.05*	.00	.00	-.01
11. Eval. adéq.	.07**	.06*	.03	.04
12. Satisf. travail	.03	.06*	.13**	.12**
13. Matériel pédag.	.05*	-.03	.04	.04
14. Habil. pergue	.28**	.19**	.35**	.34**
15. Var. intérêt	-.04	-.02	.00	-.02
16. Satisf. cours	.04	.00	.09**	.07**

TABLEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (rendement scolaire linguistique)		
	ECL/LKE LIRE	ECL/LKE ECRIRE	ECL/LKE COMPRENDRE PARLER

1. Méthode pédag.	-.05*	-.06*	-.08**
2. Cohésion groupe	-.00	-.03	-.01
3. Satisf. professeurs	.01	-.03	-.01
4. Bureau des langues	-.05*	-.07**	-.05*
5. Niv. compétence	-.01	-.03	-.03
6. Motivation L ₂	-.00	-.03	-.02
7. Evaluation PFL	-.05*	-.07**	-.07**
8. ECL (cours)	-.05*	-.03	-.06*
9. ECL (test)	-.01	-.01	-.04
10. Rythme ens.	-.07*	-.06*	-.08**
11. Eval. adég.	-.00	-.04	-.03
12. Satisf. travail	-.01	-.02	-.02
13. Matériel pédag.	-.02	-.05*	-.00
14. Habil. perçue	.13**	.11**	.14**
15. Var. intérêt	-.03	-.07**	-.05*
16. Satisf. cours	-.02	-.04	-.04

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO-PEDAGOGIQUE				Valeurs indépendantes (milieu organisationnel antérieur)	
EXIGENCES LINGUIST.		RESIST. SUP. AU CONGE PFL		CONTACT L2 AU TRAVAIL	
1. Méthode pédag.	-.04	-.12**	-	-.03	
2. Cohésion groupe	-.10**	-.07**	-	-.07*	
3. Satisf. professeurs	-.10**	-.14**	-	-.09**	
4. Bureau des langues	-.10**	-.16**	-	-.10**	
5. Niv. compétence	-.05*	-.09**	-	-.04	
6. Motivation L ₂	-.16**	-.07**	-	-.08**	
7. Evaluation PFL	-.02	-.08**	-	-.02	
8. ECL (cours)	.05*	.10**	-	-.01	
9. ECL (test)	.16**	.02	-	.07*	
10. Rythme ens.	-.03	-.08**	-	.08**	
11. Eval. adéq.	-.06*	-.05*	-	-.06*	
12. Satisf. travail	-.03	-.01	-	-.05*	
13. Matériel pédag.	-.06*	-.08**	-	.00	
14. Habil. perçue	-.05*	-.02	-	-.07*	
15. Var. intérêt	-.12**	-.11**	-	-.02	
16. Satisf. cours	-.06*	-.08**	-	-.03	

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABLEAU 5.1.6-1- (suite)

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (milieu organisationnel antérieur)			
	USAGE L2	ABS. SUPPORT	RESIST. A	USAGE L2
	AVANT PFL	GP. TRAVAIL	QUITTER GP.	HORS TRAVAIL

1. Méthode pédag.	.00	-.08**	-.04	.08**
2. Cohésion groupe	.01	-.16**	-.05*	.10**
3. Satisf. professeurs	.02	-.10**	-.08**	.12**
4. Bureau des langues	.10**	-.15**	-.01	.09**
5. Niv. compétence	.08**	-.16**	-.00	.17**
6. Motivation L ₂	.13**	-.14**	-.00	.36**
7. Evaluation PFL	.00	-.07**	-.07*	.05*
8. ECL (cours)	.00	.06*	.00	-.05*
9. ECL (test)	-.08**	.10**	.13**	.01
10. Rythme ens.	-.00	.00	-.01	.03
11. Eval. adéq.	.02	-.04	-.02	-.01
12. Satisf. travail	-.03	-.04	-.02	.05*
13. Matériel pédag.	.04	.02	-.06*	-.03
14. Habil. perçue	.07**	-.05*	-.04	.09**
15. Var. intérêt	.04	-.05*	.00	.18**
16. Satisf. cours	.02	-.05*	-.06*	.06*

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO-PEDAGOGIQUE		Variables indépendantes (milieu organisationnel antérieur)			
		ADHERENCE GP. TRAVAIL	UTILITE L2 POUR ORGAN.	ABSENCE SUP. AUTORITES	ABS. RENFORC. USAGE L2
1. Méthode pédag.	.07**	.12**	-.09**	-.07**	-.07**
2. Cohésion groupe	.13**	.15**	-.16**	-.16**	-.10**
3. Satisf. professeurs	.09**	.16**	-.16**	-.16**	-.14**
4. Bureau des langues	.09**	.22**	-.16**	-.16**	-.13**
5. Niv. compétence	.09**	.18**	-.11**	-.15**	-.15**
6. Motivation L ₂	.10**	.32**	-.15**	-.08**	-.08**
7. Evaluation PFL	.04	.07**	-.09**	-.04	-.04
8. ECL (cours)	-.05*	-.08**	.09**	.14**	
9. ECL (test)	.17**	-.04	.05*	-.06*	
10. Rythme ens.	.03	-.04	-.05*	-.04	
11. Eval. adéq.	.02	.12**	-.07**	-.11**	
12. Satisf. travail	.07**	-.01	-.07**	-.12**	
13. Matériel pédag.	-.00	.07**	-.04	-.06*	
14. Habil. perçue	.00	.06*	-.02	-.05*	
15. Var. intérêt	.05*	.16**	-.07**	-.07**	
16. Satisf. cours	.02	.14**	-.11**	-.12**	

TABLEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

INTERET
SUPPORT
FAM. AMI
LANG. ETRAN.
ANXIETE
USAGE L2
ANXIETE
CLASSE PFL

Variables indépendantes (attitudes et motivations)

1. Méthode pédag.	.15**	.12**	-.12**	-.15**
2. Cohésion groupe	.14**	.15**	-.14**	-.16**
3. Satistf. professeurs	.15**	.14**	-.12**	-.11**
4. Bureau des langues	.11**	.10**	-.09**	-.05*
5. Niv. compétence	.22**	.17**	-.19**	-.08**
6. Motivation L ₂	.35**	.27**	-.20**	-.03
7. Evaluation PFL	.09**	.06*	-.07**	-.05*
8. ECL (cours)	-.02	-.04	.07**	.02
9. ECL (test)	-.02	-.08**	.03	.09**
10. Rythme ens.	.04	.07**	-.08**	-.06*
11. Eval. adéq.	.02	.04	-.00	-.04
12. Satistf. travail	.00	.03	-.12**	-.16**
13. Matériel pédag.	.07**	.05*	-.04	-.10**
14. Habil. perçue	.15**	.05*	-.17**	-.30**
15. Var. intérêt	.20**	.18**	-.13**	-.07*
16. Satistf. cours	.09**	.12**	-.14**	-.09**

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (attitudes et motivations)			
	MOTIVATION INTEGRAT.	MOTIVATION INSTRUM.	ATTITUDE APPEN. L2	ATTITUDE AUTRE GP.
1. Méthode pédag.	.19**	.02	.26**	.21**
2. Cohésion groupe	.16**	.00	.25**	.15**
3. Satisf. professeurs	.20**	-.00	.26**	.24**
4. Bureau des langues	.19**	.05*	.22**	.21**
5. Niv. compétence	.26**	.05*	.26**	.19**
6. Motivation L ₂	.33**	.10**	.37**	.31**
7. Evaluation PFL	.16**	-.04	.16**	.15**
8. ECL (cours)	-.08**	-.03	-.09**	-.09**
9. ECL (test)	-.03	.03	-.10**	-.02
10. Rythme ens.	.07**	.00	.10**	.07**
11. Eval. adéq.	.11**	-.03	.11**	.13**
12. Satisf. travail	.02	-.05*	.07*	.03
13. Matériel pédag.	.13**	.08**	.12**	.09**
14. Habil. perçue	.11**	-.06*	.16**	.08**
15. Var. intérêt	.23**	.01	.26**	.17**
16. Satisf. cours	.18**	.01	.27**	.18**

TABLEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Valeurs indépendantes (valeurs ROKACH)

Composantes¹ du
CONTEXTE PSYCHO-
PEDAGOGIQUE

LOGIQUE AIMANT OBEISSANT POLI
RESPON- MAITRE
SABLE DE SOI

1. Méthode pédag.	.00	-.03	-.03	-.04	-.03	-.05*
2. Cohésion groupe	.00	-.02	-.01	-.06*	-.01	-.00
3. Satisf. professeurs	.04	-.00	-.04	-.06*	-.01	-.03
4. Bureau des langues	.02	.02	-.05*	.00	-.02	-.04
5. Niv. compétence	-.03	.02	.02	.03	.04	.03
6. Motivation I ₂	-.00	-.00	.06*	.00	.01	.01
7. Evaluation PFL	.01	.02	-.08**	-.00	.02	-.00
8. ECL (cours)	.05*	.00	-.01	.00	-.01	.03
9. ECL (test)	-.00	.09**	-.01	-.09**	-.00	-.02
10. Rythme ens.	.02	.00	-.04	-.04	-.06**	-.03
11. Eval. adéq.	.05*	.00	-.02	.02	-.01	-.08**
12. Satisf. travail	.00	.02	-.00	-.03	.00	-.00
13. Matériel pédag.	.00	-.04	-.03	.00	-.04	-.03
14. Habil. perçue	.02	-.09**	.08**	.07**	.07**	.10**
15. Var. intérêt	.03	.00	-.02	-.00	-.03	.06*
16. Satisf. cours	.01	.00	-.02	-.03	-.03	-.04

TABLÉAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE		Variables indépendantes (valeurs ROKACH)				
		IMAGI-	INDE-	INTEL-		
		NATIF	PENDANT	LECTUEL		
		SERVABLE	HONNETE	INDULGENT		
1.	Méthode pédag.	-.01	-.05*	-.00	.14**	.05*
2.	Cohésion groupe	-.05*	-.02	.01	.08**	.08**
3.	Satistf. professeurs	.01	-.02	-.00	.09**	.05*
4.	Bureau des langues	-.01	-.03	-.02	.11**	.06*
5.	Niv. compétence	.06*	-.01	.04	-.04	-.02
6.	Motivation L ₂	.04	-.01	.04	-.02	.02
7.	Evaluation PFL	-.03	-.02	.00	.05*	.04
8.	ECL (cours)	-.00	.03	-.04	-.01	-.03
9.	ECL (test)	-.02	-.06*	.01	.00	.10**
10.	Rythme ens.	.02	.01	-.02	.09**	.03
11.	Eval. adég.	-.03	-.01	-.07**	.06*	.02
12.	Satistf. travail	-.02	.00	-.00	.10**	-.01
13.	Matériel pédag.	.01	.02	-.02	.07**	.02
14.	Habil. perçue	.05*	.00	.05*	-.04	-.07**
15.	Var. intérêt	.07**	.00	.02	.03	.05*
16.	Satistf. cours	.02	-.01	-.01	.11**	.02
						.06*

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (valeurs ROKEACH)				
	LARGE	AMBITIEUX	D'ESPRIT	CAPABLE	GAI
1. Méthode pédag.	-.02	.06*	.01	-.07**	-.05*
2. Cohésion groupe	-.00	.00	.06*	-.08**	-.06*
3. Satisf. professeurs	-.02	.01	-.00	-.07**	-.06*
4. Bureau des langues	-.02	-.02	-.00	-.00	-.06*
5. Niv. compétence	-.04	-.00	-.03	-.03	.04
6. Motivation L ₂	.01	-.03	-.03	-.00	-.00
7. Evaluation PFL	-.01	.00	.02	-.04	-.05*
8. ECL (cours)	.01	-.05*	.04	.03	-.00
9. ECL (test)	-.07*	.05*	.02	.05*	-.02
10. Rythme ens.	-.05*	.04	-.00	-.02	-.04
11. Eval. adéq.	.04	-.00	.01	-.01	-.02
12. Satisf. travail	-.04	-.01	-.02	-.08**	-.07*
13. Matériel pédag.	.02	.01	.00	-.06*	-.02
14. Habil. perçue	.05*	-.07**	-.03	-.11**	.01
15. Var. intérêt	-.10**	.02	-.08**	-.06*	-.05*
16. Satisf. cours	-.01	.03	-.05*	-.08**	-.06*

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABEAU 5.1.6-1- (suite)

Composantes ¹ du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (intelligence etc.)			
	PMA VERBAL	PMA NUMERIC	PMA REASON	PMA SPATIAL
1. Méthode pédag.	-.02	.03	-.02	.03
2. Cohésion groupe	-.01	.01	.02	.03
3. Satisf. professeurs	-.01	.02	-.01	.02
4. Bureau des langues	-.03	.03	-.10**	-.02
5. Niv. compétence	-.00	.04	.07**	.12**
6. Motivation L ₂	.00	.03	-.03	-.04
7. Evaluation PFL	-.02	-.05	-.08**	-.08**
8. ECL (cours)	.00	-.02	.03	-.04
9. ECL (test)	-.01	-.04	-.17**	-.12**
10. Rythme ens.	-.02	.03	-.09**	-.06*
11. Eval. adéq.	.00	.01	.05*	.03
12. Satisf. travail	-.01	.03	.01	.09**
13. Matériel pédag.	-.00	.05*	.01	.03
14. Habil. perçue	.02	.03	.16**	.12**
15. Var. intérêt	-.01	-.00	-.09**	-.08**
16. Satisf. cours	-.01	.03	-.00	.04
				-.09*

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PRÉSENT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PÉDAGOGIQUE

TABEAU 5.1.6-1- (suite)

Variables indépendantes (concept de soi)	Composantes du CONTEXTE PSYCHO- PÉDAGOGIQUE					
	CONFLIT	TOTAL	CONFLIT	NET	VARIATION	DISTRIBUTION
1. Méthode pédag.	-0.03	.04	-0.02	.13**		
2. Cohésion groupe	-0.04	.03	-0.00	.17**		
3. Satisf. professeurs	-0.02	.03	-0.00	.16**		
4. Bureau des langues	-0.04	.03	-0.06*	.08**		
5. Niv. compétence	-0.00	.03	-0.03	.14**		
6. Motivation L ₂	-0.02	.00	.00	.09**		
7. Evaluation PFL	-0.04	.02	.04	.07*		
8. ECL (cours)	.07**	-0.01	.08**	-0.08**		
9. ECL (test)	-0.00	-0.01	-0.06*	-0.01		
10. Rythme ens.	-0.02	.01	-0.04	.04		
11. Eval. adéq.	-0.04	.02	-0.05*	.04		
12. Satisf. travail	-0.00	.00	-0.05*	.13**		
13. Matériel pédag.	.02	.01	.00	.05*		
14. Habil. perçue	-0.03	-0.00	-0.01	.09**		
15. Var. intérêt	-0.01	.04	-0.01	.01		
16. Satisf. cours	-0.06*	.05*	-0.04	.07**		

TABLEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (questionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (concept de soi)			
	SATISFAC. SOI	PERSONNEL	SOI	SOCIAL

1. Méthode pédag.	.14**	.07**	.09**	.12**
2. Cohésion groupe	.22**	.12**	.13**	.17**
3. Satisf. professeurs	.15**	.09**	.10**	.15**
4. Bureau des langues	.08**	.06*	.05*	.10**
5. Niv. compétence	.14**	.12**	.15**	.16**
6. Motivation L ₂	.11**	.03	.05*	.12**
7. Evaluation PFL	.09**	.03	.06*	.08**
8. ECL (cours)	-.09**	-.08**	-.11**	-.11**
9. ECL (test)	.05*	-.01	.02	.04
10. Rythme ens.	.08**	.04	.07**	.03
11. Eval. adéq.	.06*	.05*	.07**	.05*
12. Satisf. travail	.15**	.12**	.14**	.14**
13. Matériel pédag.	.00	.00	.02	.03
14. Habil. perçue	.06*	.10**	.07**	.08**
15. Var. intérêt	.07**	-.02	.03	.05*
16. Satisf. cours	.11**	.07*	.11**	.13**

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE		Variables indépendantes (personnalité 16 PF)			
		DETENDU		ANXIETE +	
		TENDU	INTROV.	EXTROV.	EMOTIF + INDEPEND.
					EMOTIF - INDEPEND.
1.	Méthode pédag.	-.05*	-.01	-.06*	.05*
2.	Cohésion groupe	-.05*	.04	-.11**	.02
3.	Satistf. professeurs	-.08**	-.03	-.13**	.02
4.	Bureau des langues	-.05*	-.01	-.09**	.03
5.	Niv. compétence	-.08**	.06*	-.10**	-.07*
6.	Motivation L ₂	-.06*	.05*	-.08**	-.10**
7.	Evaluation PFL	-.08**	-.01	-.08**	.03
8.	ECL (cours)	.12**	-.04	.13**	.00
9.	ECL (test)	-.00	-.00	-.03	.03
10.	Rythme ens.	-.06*	-.04	-.09**	.06*
11.	Eval. adéq.	-.03	-.03	-.08**	.02
12.	Satistf. travail	-.05*	.01	-.08**	.06*
13.	Matériel pédag.	-.05*	.00	-.05*	.00
14.	Habil. perçue	-.02	.06*	-.01	-.07*
15.	Var. intérêt	-.04	.04	-.07*	-.01
16.	Satistf. cours	-.11**	-.03	-.14**	.05*
					-.13**

TABEAU 5.1.6-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (personnalité 16 PF)				
	DIRECT	PLACIDE	CONFORM	SOCIAL	DESINVOL.
	PERSPIC.	GRAINTIF	CHERCHEUR	INDEPND.	MAI. DE SOI

1. Méthode pédag.	-.01	-.01	-.05*	-.03	.06*
2. Cohésion groupe	-.03	-.07**	-.04	-.10**	.10**
3. Satistf. professeurs	-.02	-.08**	-.07**	-.00	.12**
4. Bureau des langues	-.01	-.03	-.07*	.03	.05*
5. Niv. compétence	-.07**	-.08**	.07**	-.03	.04
6. Motivation L ₂	-.02	-.03	.07**	-.05*	.03
7. Evaluation PFL	-.05*	-.02	-.07**	-.00	.01
8. ECL (cours)	.02	.07**	.07**	.01	-.15**
9. ECL (test)	.04	.00	-.00	-.00	.07**
10. Rythme ens.	.00	-.04	-.06*	.00	.13**
11. Eval. adéq.	-.00	-.04	-.02	.01	.05*
12. Satistf. travail	-.00	-.04	-.10**	-.06*	.08**
13. Matériel pédag.	-.03	-.03	-.03	.00	-.01
14. Habil. perçue	-.06*	-.02	.08**	-.01	-.08**
15. Var. intérêt	.01	-.03	-.02	-.04	.03
16. Satistf. cours	-.02	-.08**	-.09**	.00	.09**

Interprétations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABEAU 5.1.6-1- (suite)

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE		IND. CONF.	TIMIDE	INFLEXIB.	CONFiant	PRACTIQUE
		CONSCIENC.	AVENTUR.	DOUX	SOUPCON.	IMAGINAT.
Variables indépendantes (personnalité 16 PF)						
1.	Méthode pédag.	.01	.01	-.05*	-.06*	-.06*
2.	Cohésion groupe	.00	.05*	-.04	-.01	-.05*
3.	Satistf. professeurs	-.00	-.01	-.01	-.09**	-.07**
4.	Bureau des langues	.07**	.02	-.01	-.07**	-.06*
5.	Niv. compétence	-.04	.05*	.05*	-.05*	-.00
6.	Motivation L ₂	.02	.05*	.11**	-.05*	.06*
7.	Évaluation PFL	.04	-.01	-.03	-.07**	-.06*
8.	ECL (cours)	-.04	.00	-.00	.07**	.04
9.	ECL (test)	.08**	-.01	-.06*	-.05*	-.02
10.	Rythme ens.	.05*	-.01	-.05*	-.05*	-.07*
11.	Éval. adég.	.02	.01	-.00	-.10**	-.03
12.	Satistf. travail	.01	.01	-.09**	-.02	-.12**
13.	Matériel pédag.	.00	.01	-.02	-.01	-.01
14.	Habil. pergue	-.11**	.05*	.07**	.03	.05*
15.	Var. intérêt	-.01	.03	.03	-.06*	-.04
16.	Satistf. cours	.00	.01	-.05*	-.11**	-.11**

TABLEAU 5.1.6-1- (suite)
Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE		RESERVE	INTEL. SUP.	EMOTIF	HUMBLE	PEREMP.	INSOC.
Variables indépendantes (personnalité 16 PF)		OUVERT	INTEL. INF.	STABLE			
1.	Méthode pédag.	-.00	-.01	.08**	-.11**	.01	
2.	Cohésion groupe	.03	-.00	.10**	-.08**	.04	
3.	Satistf. professeurs	.00	-.04	.13**	-.09**	-.01	
4.	Bureau des langues	.00	-.07**	.10**	-.06*	-.02	
5.	Niv. compétence	.08**	.02	.08**	-.02	.05*	
6.	Motivation L ₂	.09**	.00	.12**	-.05*	.05*	
7.	Evaluation PFL	.00	-.06*	.09**	-.04	.00	
8.	ECL (cours)	.00	.00	-.11**	.10**	.05*	
9.	ECL (test)	.05*	-.05*	.01	-.03	.02	
10.	Rythme ens.	-.03	-.11**	.09**	-.10**	-.02	
11.	Eval. adéq.	-.01	.01	.07**	-.07**	-.02	
12.	Satistf. travail	.08**	-.00	.06*	-.10**	.01	
13.	Matériel pédag.	.03	.05*	.05*	-.07*	.00	
14.	Habil. perçue	.03	.08**	.02	.04	.03	
15.	Var. intérêt	.06*	-.07**	.05*	-.02	.04	
16.	Satistf. cours	-.00	-.04	.12**	-.14**	-.02	

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABEAU 5.1.6-1- (suite)

Composantes du
CONTEXTE PSYCHO-
PEDAGOGIQUE

Variables indépendantes (aptitudes linguistiques)

NUMBER PHONETIC SPELLING WORDS PAIRED
LEARNING SCRIPT CLUES SENTENCES ASSOCIATES

1. Méthode pédag.	.03	.04	-.04	-.02	-.04
2. Cohésion groupe	.02	.07**	.01	.02	.01
3. Satisf. professeurs	.02	.08**	-.01	.01	-.01
4. Bureau des langues	-.00	-.00	-.03	-.06*	-.03
5. Niv. compétence	.09**	.08**	.05*	.02	.06*
6. Motivation L ²	.01	.05*	-.00	-.00	.01
7. Evaluation PFL	-.02	.00	-.03	-.04	-.10**
8. ECL (cours)	.00	.02	.00	.02	.02
9. ECL (test)	-.13**	-.12**	-.11**	-.14**	-.14**
10. Rythme ens.	-.06*	-.01	-.08**	-.04	-.08**
11. Eval. adéq.	.09**	.13**	.09**	.11**	.07**
12. Satisf. travail	.03	.10**	-.02	-.03	-.02
13. Matériel pédag.	-.00	.04	-.02	.07**	-.04
14. Habil. perçue	.15**	.17**	.14**	.22**	.17**
15. Var. intérêt	-.06*	-.05*	-.10**	-.13**	-.12**
16. Satisf. cours	.01	.05*	-.01	-.03	-.04

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE PENDANT (fonctionnaires anglophones)
VARIABLES CRITERES: COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABEAU 5.1.6-1- (suite)

Composantes du CONTEXTE PSYCHO- PEDAGOGIQUE	Variables indépendantes (apt. et conn. linguistiques)			
	COMPREH. AUDITIVE	COMPREH. ECRITE	SOUND DISCRIM.	SOUND SY. ASSOC.
1. Méthode pédag.	-.01	.00	-.00	-.01
2. Cohésion groupe	.02	.17**	.03	.08**
3. Satisf. professeurs	.02	.05*	-.00	.03
4. Bureau des langues	-.00	-.03	-.00	-.03
5. Niv. compétence	.05*	.09**	.00	.01
6. Motivation L ₂	-.00	.03	-.00	.01
7. Evaluation PFL	-.01	.03	-.08**	-.02
8. ECL (cours)	-.02	-.00	.04	.00
9. ECL (test)	-.06*	-.04	-.05*	-.08**
10. Rythme ens.	-.02	.04	-.06*	-.03
11. Eval. adéq.	.14**	.09**	.07**	.07**
12. Satisf. travail	.05*	.05*	.02	.05*
13. Matériel pédag.	.05*	.02	.04	-.00
14. Habil. perçue	.16**	.15**	.11**	.19**
15. Var. intérêt	-.01	-.00	-.08**	-.08**
16. Satisf. cours	.02	.04	.00	.02

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE PENDANT (fonctionnaires anglophones)

VARIABLES CRITERES : COMPOSANTES DU CONTEXTE PSYCHO-PEDAGOGIQUE

TABLÉAU 5.1.6-1-

Composantes du CONTEXTE PSYCHO-PEDAGOGIQUE		Variables indépendantes (socio-biographiques)				
		CATEG.	STATUT	NIVEAU	CATEG.	
		PROFES.	PROFES.	EDUCAT.	SALAIRE	
		AGE	SEXE			
1.	Méthode pédag.	-.02	.04	-.06*	.03	-.07**
2.	Cohésion groupe	.08**	.01	.00	.00	-.07**
3.	Satistf. professeurs	-.03	.02	.04	-.02	-.04
4.	Bureau des langues	-.10**	.01	-.01	-.05	-.07**
5.	Niv. compétence	.05	-.00	.00	.04	.03
6.	Motivation ¹ ₂	-.11**	.05**	.02	-.00	.01
7.	Evaluation PFL	-.11**	.03	.01	.00	-.07**
8.	ECL (cours)	.01	.06**	.05	-.01	-.02
9.	ECL (test)	-.17**	-.04	.04	-.01	-.04
10.	Rythme ens.	-.04	.05	-.00	.01	-.06*
11.	Eval. adég.	-.07**	.01	-.04	-.05*	.01
12.	Satistf. travail	-.06*	.00	-.00	.03	-.04
13.	Matériel pédag.	-.00	-.01	-.04	-.00	-.01
14.	Habil. pergue	.16**	.03	.01	.03	.05*
15.	Var. intérêt	-.12**	.00	-.02	.01	-.05*
16.	Satistf. cours	-.00	-.00	-.02	.00	-.05

Indice de corrélation significatif à *.05, ** à 01.

¹ Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

5.1.6 Quels facteurs psychologiques ou psycho-sociaux sont les plus reliés aux perceptions qu'ont ces fonctionnaires du contexte psycho-pédagogique des PFL continus?

Comme dans le chapitre quatrième, nous présentons d'abord les résultats de la matrice d'intercorrélation afin de faire ressortir les facteurs qui sont significativement reliés aux composantes du contexte psycho-pédagogique. Comme il s'agit d'une étape intermédiaire, cette partie est presque exclusivement composée de tableaux alors que la seconde, présentée dans la section 5.1.6.2 rendra compte de l'analyse des relations les plus importantes.

5.1.6.1 Quels facteurs sont reliés aux différentes composantes du contexte psycho-pédagogique?

Les tableaux suivants rendent compte de toutes les corrélations. Les astérisques indiquent les corrélations qui sont significatives à .01 et à .05. Seules les premières seront retenues pour l'étape statistique suivante.

L'étude des perceptions des fonctionnaires-étudiants à propos du milieu organisationnel dans lequel ils évoluaient avant d'entreprendre leur formation linguistique révèle que ces fonctionnaires-étudiants anglophones

1. ressentent un attachement minimum à leur groupe de travail,

2. ne trouvent ni utile ni inutile la langue française pour assurer leur participation à la vie de l'organisation

3. nient légèrement l'absence de support des autorités de leur ministère aux efforts d'utilisation de la langue seconde au travail

4. reconnaissent plus ou moins l'existence d'un renforcement positif à l'usage de la langue française dans leurs relations avec différents interlocuteurs (collègues, fonctionnaires d'autres ministères, public) au travail

5. ont une perception neutre quant au support normatif de leur groupe de travail à l'usage du français au travail

6. trouvent que les exigences linguistiques des postes sont plus ou moins justifiées par les activités courantes que comportent leurs fonctions

7. n'utilisaient presque jamais le français au travail avant d'entreprendre leur formation linguistique.

Ce milieu organisationnel nous est apparu comme peu susceptible de consolider au plan émotif la détermination de l'étudiant à apprendre le français.

Dans ses contacts avec différents interlocuteurs (collègues de travail, fonctionnaires d'autres ministères, public), le fonctionnaire-étudiant s'est trouvé devant un certain manque de renforcement positif dans l'usage de la langue seconde (composante 4: $M = 3.62$). Le fonctionnaire-étudiant ne se trouve lui-même que peu attaché à ce milieu de travail (composante 1: $M = 4.26$) et on constate qu'il ne résisterait que peu à le quitter (composante 7: $M = 3.14$); et ceci implique que les normes tenues par son groupe de travail à l'égard de l'utilisation du français, qu'elles soient positives ou négatives, ne sont que peu contraignantes pour lui.

Les résultats indiquent donc que le fonctionnaire-étudiant n'a pas connu dans son milieu de travail une conjoncture qui lui fasse apparaître l'usage de la langue seconde comme quelque chose d'organisationnellement utile et de socialement désirable; on peut, de là, faire l'hypothèse que ce n'est pas le contact avec son milieu de travail qui a pu assurer la détermination de l'étudiant face à l'apprentissage de la langue seconde qu'il est maintenant en train de faire.

Par ailleurs, les résultats obtenus à la composante 8 ($M = 3.22$) indiquent que le fonctionnaire-étudiant utilise rarement la langue seconde en dehors du milieu de travail. Ici encore, on peut supposer que l'étudiant n'y trouve pas un stimulant très puissant dans l'apprentissage de la langue seconde.

Voyons brièvement quelles perceptions les fonctionnaires-étudiants anglophones ont de leur milieu organisationnel antérieur une fois qu'ils sont engagés dans un PFL⁶⁵.

Il ressort du tableau 5.1.5-1- que presque tous les scores obtenus se situent autour du point neutre de l'échelle de réponse, c'est-à-dire 3.566.

L'ensemble des diverses facettes du milieu organisationnel se présente comme étant dynamiquement neutre. Par rapport à la langue seconde, cela signifie que le choix de son utilisation par le fonctionnaire relèverait d'abord et avant tout de l'initiative personnelle et de circonstances fortuites. Il s'avère, en effet, que la langue seconde est perçue comme peu utile pour assurer une participation réelle à la vie de l'organisation (composante 2: $M = 3.40$ et composante 5: $M = 1.85$). Le milieu est surtout anglophone et offre peu d'occasions d'être en contact avec la langue seconde au travail (composante 11: $M = 5.12$). Sans nécessairement s'y opposer, le groupe de travail supporte peu l'usage de la langue seconde au travail (composante 6: $M = 3.34$). Les supérieurs ne sont perçus que comme légèrement favorables à l'usage du français langue seconde au travail (composante 3: $M = 3.09$) et se montrent peu enthousiastes face au fait que le fonctionnaire doit aller suivre une formation linguistique (composante 10: $M = 3.56$). Les fonctionnaires perçoivent que les activités courantes que comportent leurs fonctions ne justifient pas plus qu'il ne faut les exigences linguistiques de leurs postes (composante 9: $M = 3.67$).

65 L'analyse du milieu organisationnel est faite "in extenso" dans les études AVANT et APRES, alors que pour le groupe PENDANT, nous avons concentré notre analyse sur le contexte psycho-pédagogique.

66 Notons que l'échelle de réponse pour les composantes 5, 8 et 11 n'est pas la même que pour les autres composantes.

Composante 5 et 8

Composante 11

(0) : Impossible de répondre

(1) : Jamais

(2) : Très rarement

(3) : Rarement

(4) : Occasionnellement

(5) : Fréquemment

(6) : Très fréquemment

(0) : Impossible de répondre
(1) : Moins de 20% étaient des anglophones
(2) : Entre 20% et 35% étaient des anglophones
(3) : Entre 35% et 50% étaient des anglophones
(4) : Entre 50% et 65% étaient des anglophones
(5) : Entre 65% et 80% étaient des anglophones
(6) : 80% et plus étaient des anglophones.

TABLÉAU 5.1.5-1-

Les résultats des fonctionnaires-étudiants anglophones pour les onze (11) composantes du milieu organisationnel.

COMPOSANTES			M	ECART-TYPE	N
1.	Adhérence au groupe de travail	4.26	0.68	924	
2.	Utilité de la langue seconde pour la participation à la vie de l'organisation	3.40	1.04	924	
3.	Absence de support de l'autorité à l'usage de la langue seconde au travail	3.09	0.99	924	
4.	Absence du renforcement dans l'usage de la langue seconde	3.62	0.80	924	
5.	Usage de la langue seconde au travail avant d'entrer en formation linguistique	1.85	1.05	924	
6.	Absence de support normatif du groupe de travail à l'usage de la langue seconde au travail	3.34	0.88	924	
7.	Résistance à quitter le groupe de travail	3.14	1.22	924	
8.	Usage de la langue seconde en dehors du milieu du travail	3.22	0.94	924	
9.	Accord entre les exigences linguistiques des postes et la tâche à accomplir	3.67	1.46	924	
10.	Résistance du supérieur au congé de formation du fonctionnaire	3.56	1.30	924	
11.	Occasions d'être en contact avec la langue seconde au travail	5.12	1.28	924	

5.1.5 Dans quel contexte organisationnel les fonctionnaires-étudiants anglophones évoluaient-ils au moment d'entreprendre leur formation linguistique?

Les données analysées ici proviennent de l'échelle B.2.⁶² Celle-ci vise essentiellement à mesurer l'attitude du milieu de travail à l'endroit de l'utilisation de la langue seconde au travail et les liens qui unissent le fonctionnaire-étudiant à ce milieu de travail. L'échelle B-2 permet également de recueillir des informations sur l'utilisation que le fonctionnaire-étudiant faisait de la langue seconde au travail avant qu'il n'entreprene sa formation linguistique, de même que sur l'utilisation qu'il fait du français en dehors du milieu de travail. Enfin, elle renseigne sur sa perception des exigences linguistiques des postes.

L'échelle B-2 est composée d'une série d'énoncés face auxquels le répondant exprime son désaccord (points 1, 2 et 3 de l'échelle de réponse) ou son accord (points 4, 5 et 6 de l'échelle de réponse); les points 1 et 6 représentent les points extrêmes du continuum désaccord-accord. Les diverses composantes du milieu organisationnel que permet d'étudier l'échelle B-2 sont présentées au tableau 5.1.5-1.⁶³ Ces composantes ont été dégagées par l'analyse factorielle des réponses aux énoncés de l'échelle B-2, à l'exception des composantes 9, 10 et 11, que nous avons constituées "a priori" et qui ne comportent qu'un seul énoncé de l'échelle. Le tableau 5.1.5-1- présente les résultats des fonctionnaires-étudiants anglophones à l'échelle B-2. On y trouve également les moyennes, les écarts-types et le nombre de répondants pour chacune des composantes du milieu organisationnel.⁶⁴

⁶² Voir le Chapitre 3 pour une description détaillée de l'échelle.
⁶³ Voir le tableau 3.4, pp. 153-155 du Chapitre 3, pour une définition de ces composantes.
⁶⁴ Voir l'Appendice 3, section 3.2.1, pour les résultats détaillés.

Les données recueillies auprès des fonctionnaires-étudiants anglophones sur leurs attitudes et leurs motivations pertinentes à la langue seconde révèlent

1. qu'ils considèrent le français comme un outil valable d'intégration sociale et culturelle, et comme un outil de promotion professionnelle même si par ailleurs seulement 25% d'entre eux disent apprendre le français uniquement en fonction de leur carrière future
2. qu'ils ont une attitude modérément positive à l'égard de l'activité même de l'apprentissage du français, malgré qu'un pourcentage considérable d'entre eux (40%) disent qu'ils aimeraient occuper leur temps à autre chose qu'au français
3. qu'ils apprécient la culture canadienne-française, sans pour autant être très enthousiastes devant les Canadiens français eux-mêmes
4. qu'ils ont un intérêt moyen pour les langues étrangères
5. que le support qu'ils peuvent attendre de leur famille et de leurs amis est plus symbolique que pratique
6. qu'ils ressentent peu d'anxiété dans l'usage de la langue française en classe ou dans la vie quotidienne.

D'autre part, les fonctionnaires-étudiants anglophones ont des perceptions partagées quant à la validité des exigences linguistiques des postes, en même temps qu'ils constatent que, compte tenu de ces exigences, il arrive que des personnes moins compétentes au plan de la tâche obtiennent des postes que d'autres personnes plus compétentes, mais qui ne répondent pas aux exigences linguistiques des postes, autrement dit normalement du obtenir. Ajoutons à cela qu'ils connaissent assez mal les critères d'identification des exigences linguistiques des postes. Le tout nous porte à croire que les fonctionnaires-étudiants anglophones éprouveraient un certain sentiment d'injustice à ce propos des exigences linguistiques des postes.

moindre, la mise en doute de la validité des critères d'identification des exigences linguistiques des postes (énoncé 6: $M = 4.22$) pourrait appuyer perceptuellement pareil sentiment; cette hypothèse est d'autant plus justifiée que les étudiants anglophones se prononcent sur la validité des critères sans pourtant trop bien les connaître (énoncé 1: $M = 3.46$). On pourrait penser que c'est davantage le cœur que la raison qui parle ici, puisque ce sont les mêmes personnes qui répondent aux énoncés 1 et 6: $N(1) = 109$, $N(6) = 100$.

Ces résultats indiquent donc dans leur ensemble que l'étudiant ne peut fonder son effort d'apprentissage sur une perception claire du bien fondé de l'objectif final de sa démarche qui consisterait à atteindre un niveau de compétence linguistique nécessaire par l'exécution de ses fonctions.

TABLÉAU 5.1.4-2-

Moyennes, écarts-type et nombre de répondants pour chacun des énoncés touchant les exigences linguistiques des postes.

énoncés	M	Ecart-type	N
1	3.46	1.51	791
2	3.68	1.62	754
3	3.66	1.62	775
4	4.88	1.31	804
5	4.72	1.11	755
6	4.22	1.30	645

4. Même si je crois ses objectifs valables, je trouve injuste que le bilinguisme puisse briser la carrière d'un homme.

5. Il arrive souvent que certains bilingues obtiennent des postes que des unilingues plus compétents auraient normalement dû obtenir.

6. Les critères utilisés pour l'identification des exigences linguistiques des postes ne sont pas tellement valides.

Le tableau 5.1.4-2- présente les résultats obtenus par les étudiants anglophones à chacun des 6 énoncés.

Les fonctionnaires-étudiants anglophones connaissent mal les critères d'identification des postes (énoncé 1, $M = 3.46$). Les résultats détaillés à cet énoncé indiquent qu'une proportion de 46% ont répondu en exprimant du désaccord avec l'énoncé, 25% se situant même aux points 1 et 2 de l'échelle (on sait que le point 1 exprime l'extrême de l'échelle dans son versant désaccord). Il nous reste quand même 54% des répondants qui connaissent bien les critères d'identification des postes, 21% se situant même aux points 5 et 6 de l'échelle d'accord.

Quant à juger si les exigences linguistiques des postes sont justifiées par les activités courantes de leur fonction, les résultats indiquent qu'elles le sont pour 50% des fonctionnaires et qu'elles ne le sont pas pour l'autre 50% (énoncés 2 et 3, $M = 3.68$ et 3.66), du moins tel que les fonctionnaires-étudiants les perçoivent.

Les résultats à l'énoncé 4 nous semblent devoir être laissés de côté à cause de l'ambiguïté de l'énoncé lui-même, bien que celui-ci avait été conçu originalement dans le but de détecter les sentiments d'injustice que les répondants pouvaient associer aux exigences linguistiques. L'énoncé 5 a été conçu dans la même veine; les résultats à cet énoncé ($M = 4.72$) indiquent qu'un tel sentiment est réel, et à un degré

Anxiété rattachée à l'usage de la langue seconde en classe

Les étudiants anglophones démontrent peu d'anxiété à faire usage du français en classe ($M = 3.22$). Ce n'est pas la détente totale et un score plus près du point 2 ou 1 de l'échelle de réponse indique-rait beaucoup plus d'aise face au fait de devoir se produire en fran-çais; mais les étudiants manifestent quand même un niveau d'anxiété suffisamment bas pour ne pas devoir éviter les occasions formelles d'usage du français. Ils n'ont pas peur de faire rire d'eux par les autres étudiants ($M = 2.23$) qui sont d'ailleurs perçus comme pas méll- leurs que soi-même ($M = 3.22$); malgré un certain malaise ($M = 3.42$) ou même un peu de confusion ($M = 3.06$), ils ne vont pas se sentir embêtés de participer aux activités de la classe et par exemple de fournir des réponses ($M = 2.36$).

La classe paraît donc offrir un climat assez rassurant aux étudiants anglophones. Chacun sait qu'il est là pour apprendre et qu'il en est au même point que les autres et cela serait ressenti par la moyenne des étudiants.

5.1.4.2 Les résultats obtenus à la partie de l'échelle B-2 concernant la perception des exigences linguistiques des postes

Les six (6) énoncés touchant les exigences linguistiques des postes se lisent comme suit:

1. Je connais assez bien les critères d'identification des postes (en termes d'exigences linguistiques).

2. Les activités courantes que comporte ma fonction ne justifient pas les exigences linguistiques officielles de mon poste.

3. Les activités que comporte la fonction que j'occuperai après ma formation linguistique ne justifient pas les exigences linguistiques officielles de ce poste.

Le support de la famille et des amis dans l'apprentissage de la langue seconde

Le support que les étudiants anglophones peuvent espérer trouver auprès des membres de leur famille et de leurs amis dans l'apprentissage de la langue seconde est pratiquement nul ($M = 3.81$).

Un seul énoncé de la sous-échelle concernant le support de la famille et des amis obtient un score moyen qui atteint le point 4 (accord léger) de l'échelle de réponse: "Ma famille et mes amis pensent que je devrais vraiment faire l'effort d'apprendre le français". Le principe étant sauf, la famille et les amis ne semblent plus présents lorsqu'il s'agit d'aider concrètement, de faire pratiquer ou d'encourager l'étudiant anglophone dans l'apprentissage de la langue seconde. Nul doute que ce manque d'appui de ses proches n'est pas de nature à augmenter l'intensité de sa motivation pour l'apprentissage du français auquel, de son propre aveu, il consacrerait volontiers moins de temps.

Anxiété rattachée à l'usage de la langue seconde dans la vie quotidienne

L'anxiété rattachée à l'usage du français chez les fonctionnaires-étudiants anglophones n'apparaît légèrement que dans peu de situations, soit au téléphone ($M = 3.93$) et en présence d'un vendeur dans un magasin ($M = 3.73$). On pourrait dire, somme toute, qu'elle est dans l'ensemble presque inexistante ($M = 3.65$). Les étudiants sont donc plutôt confiants lorsqu'ils ont à faire usage du français dans la vie de tous les jours, qu'il s'agisse de commander un repas dans un restaurant, de demander des indications routières, de converser dans une réunion informelle ou dans quelque autre situation.

Ces résultats pourraient finalement laisser croire que dans la mesure où l'éventualité d'un contact avec une langue étrangère demeure éloignée, les étudiants manifestent un intérêt relativement élevé. Dans la mesure du contraire où la langue étrangère apparaît dans ce qu'elle a de plus concret et de plus exigeant, l'intérêt a tendance à baisser.

Les étudiants anglophones manifestent un intérêt moyen pour les langues étrangères ($M = 4.48$). Tout en appréciant rencontrer et écouter des gens qui parlent d'autres langues ($M = 4.60$), et bien qu'ils aimeraient fortement pouvoir parler une autre langue parfaitement bien ($M = 5.50$), ils ne manifestent pas d'intérêt particulier à apprendre plusieurs langues ($M = 3.84$) et n'étudieraient probablement pas une langue étrangère s'ils n'y étaient pas obligés ($M = 3.53$). Ils ne sont pas vraiment intéressés à lire des oeuvres étrangères dans la langue originale ($M = 3.82$), mais aimeraient lire des journaux et des revues dans une langue étrangère ($M = 4.65$). S'ils avaient à vivre dans un pays étranger ils admettent qu'ils feraient des efforts pour en apprendre la langue ($M = 5.29$). Pourtant, ils reconnaissent à peine qu'il est important pour les Canadiens d'apprendre d'autres langues ($M = 4.08$), bien que l'étude d'une langue étrangère semble constituer une expérience moyennement agréable ($M = 4.42$).

L'intérêt pour les langues étrangères

Bien que une grande partie des étudiants anglophones reconnaissent en eux des gens sociables, chaleureux et créateurs, et bien qu'ils reconnaissent que quelques-uns des meilleurs citoyens canadiens sont d'ascendance française, ce n'est que modérément qu'ils souhaiteraient en connaître un plus grand nombre, tandis que 43% nient que "les Canadiens français soient si affables et qu'il soit si facile de s'entendre avec eux, de 28% n'exprime qu'un accord léger avec ce dernier énoncé, de sorte que pas moins de 71% des étudiants se montrent pour le moins réservés quant à l'expression du plaisir qu'ils éprouvent à compter des Canadiens français dans les rangs des Canadiens anglais.

Cela n'empêche cependant pas un certain nombre d'entre eux de trouver ennuyeux d'apprendre le français (20%), d'avoir l'attention d'abandonner complètement l'étude du français au terme de leur formation officielle (15%), de ne trouver rien de très excitant à apprendre le français (24%) et de souhaiter occuper leur temps à autre chose qu'à l'apprentissage du français (41%).

Ce dernier point mérite particulièrement de retenir notre attention. Même si l'attitude générale face à l'apprentissage du français est positive, il n'en demeure pas moins que cela ne représente pas une priorité pour une grande partie des fonctionnaires étudiants. On peut en effet trouver agréable et utile d'apprendre le français sans pour autant croire que c'est à cela qu'on devrait consacrer ses énergies. Si, aux 41% des étudiants qui se disent d'accord à un degré ou l'autre avec l'énoncé qui se formule comme suit: "J'aimerais occuper mon temps à d'autre chose qu'au français", on ajoute les 21% de ceux qui n'expriment qu'un désaccord léger à une telle proposition, on obtient un indice du degré d'importance que l'apprentissage du français tient dans la liste des priorités des étudiants. Ceux-ci seraient d'accord pour apprendre le français, trouveraient ça intéressant et voudraient en apprendre le plus possible; mais en même temps, ils ne cachent pas que d'une certaine façon, ils jouent le jeu, car s'ils n'en tenaient qu'à eux, ils occuperaient bien leur temps à autre chose.

L'attitude devant les Canadiens français

Les étudiants anglophones manifestent une attitude modérément positive à l'endroit des Canadiens français ($M = 4.48$). L'héritage culturel de ces derniers est reconnu comme constituant un élément important de l'identité canadienne et, à un moindre degré, on admet que si le Canada était privé de la culture française, ce serait une perte considérable. Les Canadiens français ajoutent une couleur particulière à la culture canadienne. Cependant, les Canadiens français eux-mêmes

Le résultat moyen des étudiants anglophones à la sous-échelle d'attitude devant l'apprentissage de la langue seconde révèle une attitude modérément positive ($M = 4,74$). Ce score moyen cache cependant que pour sept (7) énoncés sur les dix (10) qui composent cette sous-échelle, on trouve de 64% à 80% des étudiants aux points 5 et 6 de l'échelle de réponse, soit près des 2/3 et plus qui dans chacun de ces cas expriment un accord relativement ferme à des énoncés qui reflètent une attitude positive à l'égard de l'apprentissage du français. Seuls trois (3) énoncés ne réussissent à rallier que près de 50% ou moins des étudiants avec un tel degré d'accord. Plusieurs étudiants affirment donc qu'ils aiment vraiment apprendre le français, qu'ils trouvent cela intéressant, qu'ils n'ont pas l'intention d'abandonner son apprentissage une fois leur programme de formation complète, qu'ils veulent en apprendre le plus possible, qu'ils trouvent que le français est une langue qu'il est important d'apprendre, et qu'ils ne perdent pas leur temps à l'apprendre.

L'attitude devant l'apprentissage de la langue seconde

Considérant que l'échelle de réponse se divise à parts égales en "désaccord" et en "accord", les moyennes observées demeurent faibles si on les utilise comme indices de l'intensité de la motivation. Tout en indiquant que des avantages réels sont envisagés par les étudiants qui sont inscrits au programme de formation linguistique, ces moyennes n'en révèlent pas moins un accord léger et conséquemment une activation peu intense de leur motivation.

Les résultats sont légèrement élevés en ce qui a trait à la motivation instrumentale. Les étudiants croient dans 64% des cas que la connaissance du français pourrait un jour les aider à obtenir un bon poste; 61% estiment que l'étude du français est importante en vue de devenir une personne mieux informée. Cependant, seulement 24% étudiant le français uniquement en fonction de leur carrière future (ce pourcentage est d'ailleurs consistant avec les résultats obtenus pour la motivation intégrative) et à peine 28% estiment que la connaissance d'une deuxième langue peut leur assurer un grand respect des autres.

Motivations et attitudes des étudiants anglophones.

TABLÉAU 5.1.4-1-

Sous-échelles			M	Ecart- type	N
1.	motivation intégrative	4.60	1.08	924	
2.	motivation instrumentale	3.97	0.79	924	
3.	attitude devant l'apprentissage de la langue seconde	4.74	0.94	924	
4.	attitude à l'égard des Canadiens de l'autre culture	4.48	0.88	924	
5.	intérêt pour les langues étrangères	4.49	0.86	924	
6.	soutien de la famille et des amis dans l'apprentissage de la langue seconde	3.81	1.07	924	
7.	anxiété rattachée à l'usage de la langue seconde dans la vie quotidienne	3.65	0.90	924	
8.	anxiété rattachée à l'usage de la langue seconde en classe	2.85	1.06	924	

Le tableau 5.1.4-1- présente les résultats obtenus par les fonctionnaires-étudiants anglophones aux diverses sous-échelles de l'échelle C⁶¹. On trouve dans ce tableau les moyennes et écarts-types observés de même que le nombre de fonctionnaires étudiants ayant répondu à chacune des sous-échelles.

La motivation intégrative et la motivation instrumentale

Les étudiants anglophones semblent croire davantage aux bénéfices culturels que peut leur assurer l'apprentissage du français qu'en ses avantages marginaux, du genre "respect des autres". Les moyennes observées aux échelles de motivation intégrative et de motivation instrumentale sont respectivement de 4.60 et de 3.97.

Quand on regarde chacun des énoncés des échelles de motivation et que l'on considère les réponses qui se situent aux points 5 et 6 de l'échelle de réponse, il s'avère que près de 75% des étudiants croient que l'apprentissage du français leur permettra d'être plus à l'aise avec les Canadiens d'expression française, 53% attendent de l'apprentissage du français une meilleure compréhension de la littérature et des arts canadiens français, 50% estiment que la connaissance du français leur permettra de participer plus facilement aux activités des Canadiens français, et 64% croient que cette connaissance du français va leur permettre de converser avec les Canadiens français. Somme toute, des résultats escomptés substantiels mobilisent une grande partie des étudiants anglophones dans l'apprentissage de la langue française.

⁶¹ Voir l'Appendice 3, section 3.3.1 pour les résultats détaillés.

5.1.4 Comment se situent les fonctionnaires-étudiants anglophones du point de vue de leurs motivations et de leurs attitudes reliées à l'apprentissage de la langue seconde?

Les données analysées ici proviennent de l'échelle C ou échelle d'attitudes de Gardner, laquelle porte sur 1) le type de motivation qui pousse à l'apprentissage de la langue seconde, 2) sur les diverses attitudes susceptibles d'intervenir dans l'apprentissage de la langue seconde et 3) sur les conditions de support qu'offrent la famille et les amis dans l'apprentissage de la langue seconde.

L'échelle C est composée de 69 énoncés qui sollicitent une réponse du type accord-désaccord. Les réponses sont données sur une échelle en 6 points, le point 1 de l'échelle exprimant un désaccord maximum et le point 6 de l'échelle indiquant un accord maximum. L'échelle est elle-même divisée en 8 sous-échelles regroupant chacune plusieurs énoncés. Ces sous-échelles apparaissent plus loin au tableau 5.1.4-1-.

Une partie des données provient de plus de l'échelle B-2. Cette dernière vise d'abord à décrire l'attitude du milieu de travail à l'endroit de l'apprentissage de la langue seconde. Cependant, la première partie de cette échelle vise à recueillir les perceptions des fonctionnaires-étudiants en ce qui a trait aux exigences linguistiques des postes; cette partie de l'échelle B-2 comprend 6 énoncés par rapport auxquels le répondant est invité à exprimer son désaccord ou son accord sur une échelle en 6 points, les points 1, 2 et 3 exprimant le désaccord et les points 4, 5 et 6 exprimant l'accord avec l'énoncé. Les points 1 et 6 représentent les extrêmes du désaccord ou de l'accord.

Avant d'analyser les attitudes et les motivations face à la langue seconde des 924 fonctionnaires anglophones de l'échantillon PENDANT les PFL, nous avons tenté de déterminer QUI sont ces personnes: quelles sont leurs principales CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES et leurs principaux TRAITS PSYCHOLOGIQUES individuels?

Douze caractéristiques socio-biographiques ont été examinées brièvement:

- Le groupe d'âge de ces personnes
- Leur sexe
- Leur niveau d'éducation
- La catégorie professionnelle à laquelle ils appartiennent
- Leur catégorie de salaire
- Leur statut professionnel AVANT les PFL
- Leur date d'entrée dans un PFL la première fois
- Leur niveau de compétence linguistique
- Leur mois d'entrée dans le PFL actuel
- Leur ministère employeur
- Leur leçon de départ au PFL
- La méthode d'enseignement employée dans leur PFL actuel

Les traits psychologiques individuels que nous avons décrits brièvement sont:

- leurs aptitudes et connaissances linguistiques
- leurs aptitudes intellectuelles et contrôle interne-externe
- leurs traits de personnalité
- les dimensions de leur concept de soi
- leurs valeurs instrumentales
- leur rendement scolaire linguistique

TABLEAU 5.1.3-2- (suite)

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)

VARIABLES : Normes linguistiques

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type
1. Norme lire	NORM R	924	2.57	1.09
2. Norme écrire	NORM W	924	2.19	1.02
3. Norme comprendre	NORM L	924	2.90	1.10
4. Norme parler	NORM S	924	2.88	1.05

TABLEAU 5.1.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)
VARIABLES : rendement scolaire linguistique

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type
<u>ECL/LKE</u>				
ECL/LKE lire	(VAR 34)	924	20.50	8.05
ECL/LKE écrire	(VAR 35)	924	15.24	6.45
ECL/LKE comprendre	(VAR 36)	924	24.17	8.94
ECL/LKE parler	(VAR 37)	924	44.31	18.52
<u>EVALUATION DES PROFESSEURS</u>				
Eval. prof. hab. lire	(TSRR)	924	2.10	0.35
Eval. prof. hab. écrire	(TSRW)	924	2.08	0.39
Eval. prof. hab. comp.	(TSRL)	924	2.06	0.44
Eval. prof. hab. parler	(TSRS)	924	2.00	0.45
<u>TEST DE RENDEMENT</u>				
Rendement hab. comp.	(ATSL)	924	20.30	9.52
Rendement hab. parler	(ATSS)	924	31.53	12.54
<u>N MOYEN DE LECONS COUVERTES</u>				
N moyen de leçons couvertes	(VAR 201)	924	9.87	3.34

TABLEAU 5.1.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)
VARIABLES : valeurs ROKEACH

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Honnête	(ROK 27)	924	4.27	3.37	
Responsable	(ROK 35)	924	5.61	3.43	
Capable	(ROK 21)	924	7.29	3.72	
Large d'esprit	(ROK 20)	924	7.59	4.13	
Aimant	(ROK 32)	924	8.29	4.57	
Indépendant	(ROK 29)	924	8.61	4.57	
Maître de soi	(ROK 36)	924	9.24	4.34	
Courageux	(ROK 24)	924	9.33	4.07	
Logique	(ROK 31)	924	9.37	4.04	
Gai	(ROK 22)	924	9.41	4.21	TOUTS 9.5
Indulgent	(ROK 25)	924	9.49	4.07	
Ambitieux	(ROK 19)	924	9.63	4.66	
Serviable	(ROK 26)	924	9.95	4.20	
Intellectuel	(ROK 30)	924	10.31	4.75	
Imaginatif	(ROK 28)	924	11.07	4.51	
Polé	(ROK 34)	924	12.43	3.68	
Propre	(ROK 23)	924	13.35	3.94	
Obéissant	(ROK 33)	924	15.73	3.02	

Le tableau suivant présente les valeurs instrumentales des

fonctionnaires anglophones du groupe PENDANT. Nous avons cru intéress-

sant de faire ressortir l'observation suivante à propos des résultats

qu'on peut y lire.

Si l'on considère uniquement les valeurs qui se logent aux 3

premiers rangs et celles qui sont reléguées aux 3 derniers rangs, il se

dégage une nette orientation des fonctionnaires vers des valeurs qui

mettent de l'avant la fiabilité de la personne tant au plan personnel

qu'au plan professionnel. Cette fiabilité se distingue clairement de la

servilité; les 3 valeurs qui auraient en commun le conformisme sont en

effet reléguées aux 3 derniers rangs. Ce ne sont donc pas les comporte-

ments superficiellement fiables qui sont valorisés, mais bien plutôt

ceux qui sont l'expression de qualités plus adéquatement intégrées à la

personne telles la franchise, la sincérité, la responsabilité, la compé-

tence.

TABLEAU 5.1.3-2- (suite)

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)

VARIABLES: concept de sol

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Identité	(FVAR 1)	924	125.76	9.68	60 150
Satisfaction de sol	(FVAR 2)	924	113.29	13.63	30 150
Sol personnel	(FVAR 6)	924	68.26	7.77	20 90
Sol social	(FVAR 8)	924	70.22	7.59	30 90
Conflit total	(FVAR 12)	924	30.15	8.33	0 80
Conflit net	(FVAR 13)	924	-6.97	12.23	-60 80
Variation	(FVAR 14)	924	41.87	11.35	0 110
Distribution	(FVAR 16)	924	121.06	24.67	30 200

min. max.

TABLEAU 5.1.3-2- (suite)
Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)
VARIABLES: personnalité (16 PF)

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Réserve - ouvert	(681)	924	6.04	1.81	
Intel. sup. - intel. inf.	(682)	924	6.33	1.87	
Emotif - stable	(683)	924	5.33	1.91	
Humble - pèrèmp.	(684)	924	5.50	1.65	
Sobre - insouc.	(685)	924	4.17	1.68	
Im. conf. - conscienc.	(686)	924	5.91	2.10	
Timide - aventur.	(687)	924	4.36	2.03	
Inflexib. - doux	(688)	924	7.17	2.11	
Confiant - soup.	(689)	924	4.81	1.94	TOUTS 5.5
Pratique - imag.	(690)	924	5.97	2.16	
Direct - perspic.	(691)	924	4.68	1.96	
Placide - craintif	(692)	924	6.70	2.43	
Conform. - cherch.	(693)	924	5.99	2.07	
Social - indép.	(694)	924	2.35	1.91	
Désinv. - m. de soi	(695)	924	4.93	1.77	
Détendu - tendu	(696)	924	6.19	2.08	
Anxiété + et -	(697)	924	5.15	1.96	
Introv. - extrov.	(698)	924	5.93	1.94	
Emotif + et -	(699)	924	3.25	1.57	
Dépend. - indép.	(700)	924	4.36	1.98	

TABLÉAU 5.1.3-2- (suite)

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)

VARIABLES: intelligence et contrôle

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type
PMA verbal	(PMA 1)	924	123.08	42.28
PMA numeric	(PMA 2)	924	119.91	52.42
PMA reason	(PMA 3)	924	114.65	14.77
PMA spatial	(PMA 4)	924	102.26	12.92
Score Rotter	(SCORE)	924	9.34	3.93

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE PENDANT (anglophones)

VARIABLES: aptitudes et connaissances linguistiques

TABEAU 5.1.3-2-

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
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Test de classement

Compréhension auditive	(67)	924	10.37	8.52	-
Compréhension écrite	(68)	924	1.77	2.59	-
P.L.A.B.					
Sound discrimination	(81)	924	20.44	5.01	18.5
Sound symbol association	(82)	924	20.24	2.94	16.9
M.L.A.T.					

Number learning	(75)	924	28.48	11.01	29.7
Phonetic script	(76)	924	21.63	4.55	23.0
Spelling clues	(77)	924	16.05	8.58	16.8
Words in sentences	(78)	924	19.45	7.89	26.8
Paired associates	(79)	924	11.78	5.71	16.4

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordina-
teurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel
ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée

5.1.3.2 Quels sont les principaux TRAITS PSYCHOLOGIQUES individuels des fonctionnaires anglophones du groupe PENDANT?

Nous présentons brièvement dans les pages qui suivent (voir les tableaux 5.1.3-2-) les résultats descriptifs des fonctionnaires anglophones de l'échantillon PENDANT sur

- leurs aptitudes et connaissances linguistiques,
- leurs aptitudes intellectuelles,
- leurs traits de personnalité,
- les dimensions de leur concept de soi,
- leurs valeurs instrumentales,
- leur rendement scolaire linguistique.

Toutes ces variables sont analysées, plus loin dans ce chapitre, (section 5.1.6) en relation avec les perceptions de ces personnes du contexte psycho-pédagogique des PFL.

TABLÉAU 5.1.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
<u>Méthodes d'enseignement</u>			
1. F 3 Niveau (avancé)	11	1.2	1.2
2. F Dialogue Canada (niveau I)	208	22.6	23.8
3. F Dialogue Canada (niveau II)	121	13.2	37.0
4. F Français courant (niveau I)	20	2.2	39.1
5. F Français courant (niveau II)	15	1.6	40.8
6. F Ensemble péd. (niveau II)	425	46.2	87.0
7. F Dialogue Canada programme (niveau I)	4	0.4	87.4
8. F Traditionnel (niveau I)	23	2.5	89.9
9. F Traditionnel (niveau II)	92	10.0	99.9
10. F V.I.F. par blocs (niveau IV)	1	0.1	100
11. non réponse	4	-	-
Total:	924		

TABLEAU 5.1.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
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Legon de départ (classement)

1. Legon 1 (niveau I)	474	51.9	51.9
2. Legon 7 (niveau I)	238	26.1	78.0
3. Legon 17 (niveau I)	112	12.3	90.3
4. Début (niveau II)	49	5.4	95.6
5. Legon 60 - ens. péd. (niveau II)	29	3.2	98.8
6. Début (niveau III)	11	1.2	100
7. Aucune legon part.	0	0	100
8. non réponse	11	-	-
Total:	924		

TABLEAU 5.1.3-1- (suite)
 Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
 PENDANT (924 anglophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
1. Approvisionnements et Services	66	7.0	7.0
2. Santé nationale et Bien-être Social	64	7.0	14.0
3. Défense nationale (civile)	56	6.0	20.0
4. Statistique Canada	54	6.0	26.0
5. Environnement	47	5.0	31.0
6. Industrie et Commerce	43	5.0	40.0
7. Énergie, mines et ressources	36	4.0	40.0
8. Travaux publics	33	4.0	44.0
9. Revenu national (impôt)	32	3.0	47.0
10. Main d'oeuvre et Immigration	31	3.0	50.0
11. Aff. indiennes et du Nord canadien	31	3.0	53.0
12. Transports (air)	30	3.0	56.0
13. Autres	50	44.0	100
14. non réponse	351	-	-
Total:	924		

12 principaux ministères ou départements employeurs de ces gens

TABLEAU 5.1.3-1- (suite)
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

Caractéristiques*	Fréquence	% de l'échantillon	% cumulé
1. Depuis plus d'un an	38	4.0	4.0
2. En juillet 1974	38	4.0	8.0
3. En août 1974	14	2.0	10.0
4. En septembre 1974	31	3.0	13.0
5. En octobre 1974	10	1.0	14.0
6. En novembre 1974	109	12.0	26.0
7. En décembre 1974	84	9.0	35.0
8. En janvier 1975	96	11.0	46.0
9. En février 1975	81	9.0	55.0
10. En mars 1975	110	11.0	66.0
11. En avril 1975	147	16.0	82.0
12. En mai 1975	134	15.0	97.0
13. En juin 1975	25	3.0	100
14. non réponse	7	-	-
Total:	924		

Mois d'entrée dans le PFL

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

TABEAU 5.1.3-1- (suite)

Caractéristiques*				l'échantillon		cumulé	
Fréquence				% de		%	
Statut professionnel AVANT				les PFL			
1. désigné	258	28.0	28.0				
2. nomination conditionnelle (interne à la Fonction publique)	659	71.6	99.6				
3. Nomination conditionnelle (externe à la Fonction publique)	4	0.4	100				
4. non réponse	3	-	-				
Total:				924			
Première fois dans un PFL							
1. avant sept. 73	215	23.3	23.3				
2. après sept. 73	709	76.7	100				
3. non réponse	0	-	-				
Total:				924			
Niveau de compétence linguistique							
1. très fort	101	11.1	11.1				
2. fort	247	27.2	38.3				
3. moyen	322	35.5	73.8				
4. faible	238	26.2	100				
5. non réponse	16	-	-				
Total:				924			

Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

TAB. LEAU 5.1.3-1- (suite)

Caractéristiques*				Fréquence	% de l'échantillon	% cumulé
<u>Catégorie professionnelle</u>						
1.	haute direction	19	2.2			2.2
2.	scientifiques et spécia- listes	141	16.0			18.2
3.	cadres adm. et agents du service extérieur	359	40.7			58.9
4.	techniciens	71	8.1			67.0
5.	soutien administratif	273	31.0			98.0
6.	exploitation	18	2.0			100
7.	non réponse	43	-			-
Total:				924		
<u>Catégorie de salaire</u>						
0.	\$ 3,999. et -	1	0.1			0.1
1.	4,000. - 6,999.	95	12.1			12.3
2.	7,000. - 9,999.	140	17.9			30.1
3.	10,000. - 12,999.	108	13.8			43.9
4.	13,000. - 15,999.	147	18.8			62.7
5.	16,000. - 18,999.	63	8.0			70.8
6.	19,000. - 21,999.	67	8.6			79.3
7.	22,000. - 24,999.	78	10.0			87.3
8.	25,000. - 27,999.	38	4.9			94.1
9.	28,000. et plus	46	5.9			100
10.	non réponse	141	-			-
Total:				924		

TABLEAU 5.1.3-1-
Caractéristiques socio-biographiques des fonctionnaires de l'échantillon
PENDANT (924 anglophones)

Caractéristiques* Fréquence % de l'échantillon cumulé %

Age (année de naissance)

1.	1901 - 1919	49	5.3	5.3
2.	1920 - 1929	191	20.8	26.2
3.	1930 - 1939	232	25.3	51.5
4.	1940 - 1949	316	34.5	85.9
5.	1950 - 1970	129	14.1	100
6.	non réponse	7	-	-
Total:		924		

Sexe

1.	hommes	564	63.4	53.4
2.	femmes	325	36.6	100
3.	non réponse	35	-	-
Total:		924		

Niveau d'éducation

1.	élémentaire	4	0.5	0.5
2.	secondaire	199	23.2	23.7
3.	post-secondaire	195	22.8	46.4
4.	universitaire	459	53.6	100
5.	non réponse	67	-	-
Total:		924		

* Voir le rapport du Groupe B pour une description plus détaillée de ces caractéristiques.

5.1.3 QUI sont les fonctionnaires anglophones du groupe PENDANT

Quelles sont les principales caractéristiques socio-biographiques (âge, sexe, groupe d'appartenance professionnelle, etc.), et les grands traits psychologiques individuels (personnalité, attitudes linguistiques, concept de soi, etc.), des fonctionnaires anglophones du groupe PENDANT les PFL qui se sont portés volontaires pour nos études? C'est à cette question que nous répondons brièvement dans la présente section.

De la même façon que pour le groupe AVANT, nous présentons

cette description sous forme de tableaux, notre objectif n'étant pas de faire une étude approfondie en soi de la personnalité, des valeurs et autres caractéristiques personnelles de ces personnes. La lecture rapide de ces tableaux devrait permettre une meilleure compréhension des perceptions de ces fonctionnaires du contexte psycho-pédagogique dans lequel ils se trouvent lors de leur formation linguistique.

Ces résultats sont présentés avec les mêmes informations et les mêmes statistiques descriptives que pour le groupe AVANT: fréquences ou moyennes selon le cas, indices de dispersion (écart-type), etc.

5.1.3.1 Quelles sont leurs caractéristiques socio-biographiques?

Aux 10 caractéristiques socio-biographiques que nous avons

examinées pour le groupe AVANT, nous avons ajouté, pour le groupe PENDANT, deux nouvelles informations: le mois d'entrée dans les PFL et la principale méthode d'enseignement utilisée par les professeurs de ces fonctionnaires.

La répartition des 924 fonctionnaires anglophones de ce groupe sur chacune de ces caractéristiques est indiquée aux tableaux 5.1.3-1- des pages suivantes. Le lecteur est référé également au rapport du Groupe de recherche B pour l'analyse détaillée de ces résultats.

L'ensemble des données recueillies auprès des professeurs francophones font état de perceptions généralement neutres à l'endroit des diverses composantes du contexte psycho-pédagogique. Sous ce rapport, ces perceptions rappellent celles des étudiants, à la différence près que les professeurs manifestent à deux reprises un accord dont l'intensité dépasse la frontière du neutre, une première fois pour exprimer leur perception positive d'eux-mêmes et une seconde fois pour souligner leur désir que la fonction d'enseignant soit revalorisée au Bureau des langues.

La perception légèrement plus positive que les professeurs ont d'eux-mêmes comparée à celle que les étudiants ont d'eux (les professeurs) se retrouve également au niveau de l'identification des sources de difficultés dans la classe. Les professeurs placent leur attitude et leur motivation au sixième rang des sources de difficultés en classe alors que les étudiants logent ce facteur au troisième rang. Les professeurs leur rendent bien la monnaie de leur pièce; ils mettent l'attitude et la motivation des étudiants au premier rang des sources de difficultés en classe tandis que les étudiants logent eux-mêmes ce facteur au deuxième rang. Enfin, les deux groupes s'entendent pour identifier l'attitude et la motivation des étudiants comme premier facteur d'échec ou d'abandon et les difficultés particulières d'apprentissage comme deuxième facteur.

Les principaux facteurs d'échecs ou d'abandons chez les anglophones d'après les professeurs francophones

TABLÉAU 5.1.1-6-

Facteurs			% du nombre total de mentions	Rang
1	La motivation et l'attitude des étudiants	33.8		1
2	Des difficultés particulières d'appren-tissage	27.5		2
3	Les caractéristiques personnelles	15.3		3
4	La pédagogie	6.7		4
5	L'environnement organisationnel	4.8		5
6	La motivation et les attitudes des professeurs	3.6		6
7	L'évaluation	1.9		7
8	L'environnement pédagogique	1.5		8
-	Autres facteurs divers	4.9		-

Les principales sources de difficultés dans la classe selon les professeurs francophones

TABEAU 5.1.1-5-

Sources de difficultés		
% du nombre total de mentions		Rang
La motivation et l'attitude des étudiants	39.4	1
La composition des groupes (niveau d'apprentissage et statut professionnel)	34.3	2
Des difficultés particulières d'apprentissage	6.5	3
Les caractéristiques personnelles	5.8	4
La pédagogie	4.1	5
La motivation et l'attitude des professeurs	3.4	6
L'environnement pédagogique	0.5	7
Autres sources diverses	5.3	-
Aucune source de difficultés	0.7	-

5.1.2.4 Que disent les professeurs francophones à propos des difficultés et facteurs d'échecs dans les PFL?

Avant de résumer les perceptions des professeurs francophones à propos du contexte psycho-pédagogique, voyons quelles sont d'après eux les principales sources de difficultés des étudiants et les principaux facteurs d'échec ou d'abandon. Les tableaux 5.1.1-5- et 5.1.1-6- présentent les résultats des professeurs francophones aux deux questions ouvertes de l'échelle P qui avaient trait à ces sujets:

Question 97: "Quelles sont selon vous les principales sources de difficultés dans vos groupes d'étudiants en ce moment?"

Question 98: "Quels sont selon vous les trois principaux facteurs d'échecs ou d'abandons chez les anglophones dans les programmes de formation linguistique du Gouvernement canadien?"

Il ressort très clairement de ces tableaux que la motivation et l'attitude des étudiants ainsi que la composition des groupes appartiennent aux professeurs comme étant les principales sources de difficultés dans la classe. A eux seuls, ces deux éléments représentent près de 75% des réponses données à la question par les professeurs. C'est avec la même clarté que la motivation et l'attitude des étudiants et des difficultés particulières d'apprentissage (discrimination auditive déficiente, mémoire récente déficiente, etc...) sont identifiées comme les principaux facteurs d'échec ou d'abandon chez les anglophones. Si l'on tient compte du troisième facteur le plus souvent mentionné "Les caractéristiques personnelles des individus", il apparaît que les professeurs imputent en très grande partie les échecs ou les abandons aux individus eux-mêmes et très peu aux facteurs environnementaux.

Intégration fonctionnelle:

- Les conseillers pédagogiques et les professeurs devraient travailler davantage en équipe (composante 22: $M = 4.41$).

Conditions neutres

Evaluation:

- Le contenu des examens a correspondu aux aspects importants vus durant les cours (composante 6: $M = 3.47$).

Satisfaction:

- Dans l'ensemble, les étudiants sont satisfaits du cours de formation linguistique tel qu'ils l'ont vécu (composante 13: $M = 3.54$).

Rythme d'enseignement:

- Le rythme d'enseignement de la matière en classe permet aux étudiants de suivre leur propre rythme d'apprentissage (composante 10: $M = 3.52$).

Motivation:

- Depuis le début des cours, l'intérêt des étudiants pour la matière... "est restée stable" (composante 25: $M = 2.97$)⁵⁸.

58 Echelle de réponse à la composante 25:

- (0) Impossible de me prononcer
- (1) A beaucoup diminué
- (2) A légèrement diminué
- (3) Est resté stable
- (4) A légèrement augmenté
- (5) A beaucoup augmenté

- En ce qui regarde le contenu des cours, l'information que les étudiants ont reçue du Bureau des Langues était fidèle à la réalité présente (M = 2.94).

- En ce qui regarde les méthodes pédagogiques, l'information que les étudiants ont reçue du Bureau des Langues était fidèle à la réalité présente (M = 3.08).

- L'information que les étudiants ont reçue du Bureau des Langues sur la façon dont ils seraient évalués correspond à la réalité (M = 2.77).

(Ces trois (3) derniers énoncés représentent la composante 15: M = 2.93).

- Les administrateurs de mon école contribuent à la création d'une atmosphère qui favorise l'apprentissage (composante 17: M = 3.47).

- Les conseillers pédagogiques font trop d'administration et pas assez de supervision pédagogique (composante 21: M = 4.16).

Reconnaissance:

- La fonction d'enseignant devrait être revalorisée au Bureau des Langues (composante 19: M = 4.71).

Équipement:

- En général, le matériel pédagogique (bandes sonores, magnéto-phones, etc...) est adéquat (composante 16: M = 3.26).

Ressources humaines:

- De façon générale, je crois que mon apport pour l'apprentissage linguistique de mes étudiants a été jusqu'à présent...
57
"considérable" (composante 24: M = 3.96).
- Les conseillers pédagogiques à mon école aident les étudiants à surmonter leurs difficultés personnelles face à l'apprentissage du français (composante 18: M = 3.74).
- Les professeurs du Bureau des langues n'adhèrent pas aux objectifs de bilinguisme du gouvernement (composante 20: M = 2.88).

Conditions défavorables

Orientation des cours:

- L'ensemble des cours se déroule plutôt dans le but de faire passer le ECL que de vraiment apprendre le français (composante 8: M = 3.65).
 - En classe, les tensions les plus grandes sont causées par l'obligation de passer le ECL (composante 9: M = 4.26).
- L'administration:

- Vu de façon globale, le Bureau des langues est un organisme efficace (composante 14: M = 3.47).

57 Echelle de réponse pour les composantes 23 et 24:

- (0) Impossible de me prononcer
- (1) Très peu considérable
- (2) Peu considérable
- (3) Plus ou moins considérable
- (4) Considérable
- (5) Très considérable

léger avec les énoncés affirmant que peu de professeurs du Bureau des langues désirent vraiment faire carrière dans l'enseignement (M = 3.64) et que l'enseignement au Bureau des langues est une bonne porte d'entrée pour accéder à des postes plus intéressants dans la Fonction publique (M = 3.87).

5.1.2.3 Autres composantes du contexte psycho-pédagogique

A l'exception de la composante 15 qui comprend trois (3) énoncés, les autres composantes du contexte psycho-pédagogique tel que perçu par les professeurs francophones ne sont représentées que par un seul énoncé de l'échelle P. Nous allons présenter ces composantes en les regroupant selon qu'elles représentent des conditions perçues comme favorables, défavorables ou neutres par rapport à l'apprentissage. Dans chaque cas, nous allons reproduire l'énoncé qui permet d'identifier la composante et indiquer le numéro de la composante ainsi que le score moyen d'accord (3.5 et plus) ou de désaccord (3.5 et moins) avec l'énoncé.

Conditions favorables

Evaluation:

- Les évaluations que j'ai faites ont, à mon avis, renseigné suffisamment les étudiants sur leurs progrès durant les cours (composante 7: M = 3.25).

Satisfaction:

- En général, les étudiants sont satisfaits du travail qu'ils ont effectué dans le cadre de ce cours (composante 12: M = 3.83).

- De façon générale, je crois que le degré de satisfaction des étudiants vis-à-vis de mon enseignement est... "considérable" (composante 23: M = 3.95).

Les professeurs se situent au point neutre (composante 5: $M = 3.47$) de l'échelle d'accord en ce qui a trait à la stabilité dans la carrière de professeur au Bureau des langues. Ces résultats indiquent que, malgré un désaccord léger avec l'assertion que les professeurs du Bureau des langues manquent d'expérience dans l'enseignement ($M = 3.10$) et que les plus compétents quittent l'enseignement pour accéder à des fonctions de gestion ($M = 3.29$), les professeurs expriment un accord

Stabilité dans la carrière de professeur

On a vu avec l'analyse de l'échelle G que les étudiants expriment un accord léger ($M = 3.99$) avec les énoncés affirmant qu'ils s'attendent à pouvoir utiliser les quatre (4) habiletés linguistiques avec facilité au terme de leur formation linguistique. Les professeurs, quant à eux, expriment le même degré d'accord que les étudiants à l'endroit des attentes que peuvent avoir les étudiants quant à pouvoir lire ($M = 3.89$) et comprendre ($M = 3.61$), soit pour les habiletés réceptives. Cependant, les professeurs expriment un désaccord léger quand il s'agit d'évaluer si les étudiants peuvent s'attendre à pouvoir parler ($M = 3.21$) et écrire ($M = 3.13$) facilement au terme de leur formation linguistique; ces dernières habiletés sont toutes deux des habiletés émettrices. Le score moyen des professeurs à la composante 4 est finalement le suivant: $M = 3.46$.

Niveau de compétence linguistique attendu par les étudiants

Les professeurs évaluent donc la motivation des étudiants de façon moins positive que ne le font ces derniers. En ce qui concerne la nature de la motivation des étudiants, les professeurs se situent au point milieu de l'échelle de réponse ($M = 3.51$) quand ils se prononcent sur l'énoncé affirmant que le seul et unique objectif des étudiants en suivant le cours est de réussir le ECL; les étudiants, quant à eux, expriment un désaccord assez marqué avec cet énoncé ($M = 2.50$).

Degré de motivation de l'étudiant

L'analyse factorielle des réponses aux énoncés de l'échelle P a regroupé des énoncés dont le trait commun est qu'ils évoquent la motivation de l'étudiant sous un rapport ou un autre.

Afin de rendre comparables les résultats obtenus par les professeurs francophones avec ceux qu'ont obtenus les étudiants anglophones, nous allons nous limiter à faire ici la présentation détaillée des résultats aux mêmes énoncés que ceux que l'analyse factorielle a regroupés dans le cas de l'échelle G, pour la composante "degré de motivation à apprendre la langue seconde".

Les étudiants expriment un accord plus prononcé que ne le font les professeurs avec l'énoncé affirmant que les étudiants font des efforts pour poursuivre l'apprentissage du français à l'extérieur des cadres du Bureau des langues: (M ét. = 4.40, M pr. = 3.14). On observe la même différence dans le degré d'accord avec l'énoncé affirmant que les étudiants se sont sentis motivés pour apprendre le français tout au long du cours (M ét. = 4.26, M pr. = 3.25). Pour ce qui est de l'intérêt à apprendre la langue française, les professeurs situent les étudiants dans la moyenne (M = 3.09) tandis que ces derniers ont tendance à se situer eux-mêmes au-dessus de la moyenne (M = 3.58).⁵⁶

Les professeurs expriment un plus grand désaccord que les étudiants avec l'énoncé affirmant que ces derniers auraient entrepris leur cours en français même s'ils avaient eu à en défrayer le coût et à le suivre sur leur temps libre (M ét. = 3.12, M pr. = 1.94).

56 Echelle de réponse à l'énoncé concernant l'intérêt à apprendre la langue française

- 0 = impossibilité de me prononcer
- 1 = bien au-dessous de la moyenne
- 2 = sous la moyenne
- 3 = dans la moyenne
- 4 = au-dessus de la moyenne
- 5 = bien au-dessus de la moyenne

- Je crois m'être montré ouvert aux suggestions et critiques que les étudiants ont formulées (M = 5.18);

- Les divers échanges entre les étudiants et moi ont contribué, je crois, à rendre leurs cours intéressants (M = 5.10);

- Je crois avoir manifesté une disponibilité qui a encouragé les étudiants à consulter au besoin (M = 5.11);

- en général, dans mes relations avec les étudiants, j'ai le sentiment de les avoir considérés comme des personnes et non comme des numéros (M = 5.85);

- Le climat de mes groupes est tel que les étudiants sont à l'aise de parler le français même lorsqu'ils prononcent mal ou qu'ils hésitent (M = 4.65);

- en classe, je crois que les étudiants ont l'impression d'appartenir à une véritable équipe (M = 4.36).

De façon systématique, les professeurs évaluent leur performance de façon plus positive que ne le font les étudiants; à chaque énoncé, leur degré d'accord est plus prononcé que celui des étudiants, cela se manifestant par des réponses au point 5 de l'échelle de réponse.

Le regroupement d'énoncés effectué par la technique d'analyse factorielle suggère que la cohésion du groupe d'apprentissage serait en partie à considérer comme une dimension de la performance du professeur. Si l'on se souvient bien, les deux derniers énoncés cités ci-haut étaient regroupés avec d'autres sous le titre "cohésion du groupe d'apprentissage" dans le cas de l'échelle G.

(M = 3.94) et avec le professeur (M = 4.16), de même qu'ils apportent un accord léger avec l'énoncé affirmant qu'elle favorise la participation active de l'étudiant (M = 4.01). Enfin, ils évaluent un peu plus positivement la possibilité qu'offre la méthode de faire facilement des liens entre le déjà su et le nouveau (M = 4.20) vs 3.84 chez les étudiants).

Cet ensemble suggère à nouveau l'image d'une méthode qui favorise la participation dans l'interaction entre étudiants et professeurs mais sans que l'étudiant possède tellement le sens et le contrôle de la démarche non plus qu'un intérêt très marqué pour ce qu'il est en train d'apprendre.

Auto-évaluation du professeur

La perception que les professeurs ont de leur performance générale est la plus positive de toutes leurs perceptions du contexte psycho-pédagogique (composante 2 : M = 5.00). Voyons ce que cela donne dans le détail :

- mes ressources personnelles vis-à-vis de la matière n'étaient pas limitées au contenu (M = 5.11) ;
- tenant compte des circonstances, je crois avoir judicieusement réparti à travers les périodes d'enseignement la matière de mes cours (M = 5.03) ;
- par ma façon d'enseigner, je crois avoir aidé les étudiants à assimiler la matière de mes cours (M = 5.15) ;
- je me suis aperçu, dans l'ensemble, des difficultés que les étudiants ont eu à assimiler la matière de mes cours (M = 4.79) ;
- je crois avoir su répondre de façon satisfaisante aux questions que les étudiants ont posées (M = 4.99) ;

TABLEAU 5.1.1-4- (suite)
Résultats des professeurs francophones aux diverses composantes du
contexte psycho-pédagogique inventoriées par l'échelle P

COMPOSANTES				N
	M	Ecart-type		
18. Aдекватность des conseillers pédagogiques	3.74	1.36	190	
19. Désir que soit revalorisée la fonction d'enseignement	4.71	1.38	188	
20. Manque d'adhésion des professeurs au bilinguisme	2.88	1.70	189	
21. L'exagération des fonctions administratives par rapport à la supervision pédagogique chez les conseillers	4.16	1.46	189	
22. Désir que les conseillers et les professeurs fassent plus équipe	4.41	1.12	189	
23. Satisfaction perçue des étudiants par rapport à l'enseignement du professeur	3.95	0.97	188	
24. Importance perçue de ses apports pour l'apprentissage des étudiants	3.96	0.84	188	
25. Variation de l'intérêt des étudiants pour la matière	2.97	1.33	188	

TABLFAU 5.1.1-4-

COMPOSANTES				N
	M	Ecart-type		
1. Valeur de la méthode pédagogique employée	3.84	0.65	189	
2. Auto-évaluation du professeur	5.00	0.66	190	
3. Degré de motivation de l'étudiant	3.50	0.44	190	
4. Niveau de compétence linguistique attendue par les étudiants	3.46	0.90	190	
5. Stabilité dans la carrière de professeur	3.47	1.07	189	
6. Correspondance entre les examens et le contenu des cours	3.73	1.53	189	
7. Capacité des évaluations faites à renseigner sur les progrès	4.25	1.32	189	
8. Degré de concentration du cours sur le ECL	3.65	1.45	189	
9. Le ECL comme source de fusion	4.26	0.67	190	
10. Adéquacité du rythme d'enseignement	3.52	1.28	189	
11. Adéquacité de l'évaluation de l'apprentissage	3.81	1.43	190	
12. Satisfaction de l'étudiant par rapport au travail accompli	3.83	1.30	189	
13. Satisfaction de l'étudiant par rapport au cours	3.54	1.40	189	
14. Efficacité du Bureau des Langues	3.47	1.32	189	
15. Fidélité de l'information provenant du Bureau des Langues	2.93	1.63	190	
16. Adéquacité du matériel pédagogique	3.26	1.24	190	
17. Atmosphère administrative favorable	3.47	1.39	190	

5.1.2.1 Que se dégage-t-il du questionnaire "P"?

Les résultats pour l'ensemble des composantes du contexte psycho-pédagogique inventoriées par l'échelle P sont présentées au tableau 5.1.1-1-. A ce tableau, on trouve les moyennes, le nombre de répondants et les écarts-types pour chacune des composantes.

Notons enfin que les réponses aux énoncés de l'échelle P utilisent une même échelle de réponses de désaccord - accord que dans le cas de l'échelle G, les points 1, 2 et 3 représentant le désaccord et les points 4, 5 et 6 représentant l'accord, 1 et 6 étant les extrêmes du désaccord et de l'accord.

Nous allons d'abord examiner les résultats au 5 composantes factorielles de P, puis les résultats qui se dégagent des 20 autres composantes.

5.1.2.2 Composantes factorielles de "P"

La valeur de la méthode pédagogique employée

Les professeurs francophones font une évaluation de la principale méthode pédagogique utilisée qui ressemble à celle qu'en font les étudiants anglophones. Ils sont relativement neutres à son endroit, c'est-à-dire ni négatifs ni vraiment positifs (composante 1: $M = 3.84$).

Selon les professeurs, la principale méthode qu'ils emploient n'est pas très adaptée aux styles d'apprentissage des étudiants ($M = 3.27$); elle ne rend pas très saillant le terme de la démarche ($M = 3.77$), et ne déclenche pas facilement l'intérêt pour le nouveau qu'elle présente à chaque leçon ($M = 3.65$). De plus, cette méthode ne renseigne que peu, au fur et à mesure, des résultats des efforts fournis par l'étudiant ($M = 3.72$). Les professeurs sont également légèrement d'accord avec le fait que la méthode favorise l'interaction entre les étudiants

5.1.2 Quelles sont les perceptions des professeurs francophones du contexte psycho-pédagogique dans lequel eux-mêmes et leurs étudiants anglophones évoluent?

Les professeurs francophones, responsables de la formation linguistique des fonctionnaires anglophones au sein des programmes de formation continue, devaient répondre à 95 énoncés constituant l'échelle P (voir la description détaillée de cet instrument au chapitre 3), ainsi qu'à 5 questions ouvertes incluses dans l'échelle P. L'analyse factorielle a permis de dégager cinq facteurs des résultats à l'échelle P, c'est-à-dire :

- la valeur de la méthode pédagogique;
- l'auto-évaluation des professeurs;
- le degré de motivation des fonctionnaires;
- la compétence linguistique attendue par les fonctionnaires au terme du cours;
- la stabilité des professeurs dans leur carrière d'enseignant.

À ces cinq facteurs, on a ajouté, pour des raisons théoriques, vingt facteurs constitués d'un item chacun au questionnaire, à l'exception du facteur 15 qui comporte, lui, trois items. Ces facteurs apparaissent au tableau 5.1.1-4- qui est présenté ci-après.

Comme pour l'échelle G, les questions ouvertes ont été soumises à une analyse de contenu. Les résultats de cette analyse concernant : 1) les principales sources actuelles de difficultés des étudiants anglophones, aux yeux des professeurs; 2) les facteurs qui, selon les professeurs, expliquent les échecs et les abandons en cours de programme de formation chez les étudiants anglophones.

L'ensemble des données recueillies auprès des fonctionnaires-étudiants anglophones témoignent de perceptions généralement tièdes à l'endroit du contexte psycho-pédagogique dans lequel ils évoluent. Il semble qu'aucun point fort ne ressorte vraiment de façon claire, non plus qu'aucun point faible ne se manifeste avec évidence. Même les éléments qui sont perçus positivement - professeurs, cohésion du groupe, évaluations, méthode pédagogique, satisfaction du travail accompli, satisfaction relative au cours - arrachent à peine un minimum d'accord de la part des étudiants. C'est seulement en abordant les questions ouvertes que certains éléments se mettent à apparaître avec un certain relief. Les sources de difficultés y sont en effet campées avec des contours plus définis: composition des groupes, motivation des étudiants. Le même phénomène est observable lorsqu'il s'agit d'identifier les facteurs d'échec et d'abandon: motivation et attitude des étudiants, difficultés particulières d'apprentissage.

Nous voilà donc face à un contexte psycho-pédagogique qui, dans la perception des étudiants, n'est ni glorieux ni très reluisant, ni mauvais ni bon, ni exceptionnel, ni vraiment déficient. Et de ce tout relativement neutre, la composition des groupes et l'attitude et la motivation des étudiants se dégageaient comme étant les deux principales sources de difficultés.

Les principaux facteurs d'échecs ou d'abandons chez les anglophones.

TABLÉAU 5.1.1-3-

TABLEAU 5.1.1-3-			Les principaux facteurs d'échecs ou d'abandons chez les anglophones.	
Facteurs		% du nombre total de mentions	Rang	
La motivation et l'attitude des étudiants	28.7	1		
Des difficultés particulières d'apprentissage	15.3	2		
La pédagogie	12.1	3		
Les caractéristiques personnelles	11.3	4		
L'environnement organisationnel	11.2	5		
La motivation et les attitudes des professeurs	8.1	6		
L'évaluation	4.6	7		
L'environnement pédagogique	2.1	8		
Autres facteurs divers	6.6	8		

Les principales sources de difficultés dans la classe selon les étudiants anglophones

TABLÉAU 5.1.1-2-

Sources de difficultés		
% du nombre total de mentions		Rang
La composition des groupes (niveau d'apprentissage et statut professionnel)		
La motivation et l'attitude des étudiants	25.3	2
La motivation et l'attitude des professeurs	10.5	3
La pédagogie	7.7	4
L'environnement pédagogique	4.7	5
Les caractéristiques personnelles	2.0	6
Des difficultés particulières d'apprentissage	1.3	7
Autres sources diverses	12.7	-
Aucune source de difficultés	5.3	-

Les réponses à ces deux questions ont été soumises à une analyse de contenu dont les résultats sont présentés aux tableaux 5.1.1-2- et 5.1.1-3- des pages suivantes.

Les données présentées aux 2 tableaux suivants ne doivent pas être considérées comme infirmant ou confirmant les données présentées jusqu'à maintenant dans cette section (5.1.1). Les données recueillies par questions ouvertes ne sont que complémentaires des données précédentes; elles sont relatives à un point donné (v.g. l'échec) et ne renseignent pas en soi sur les facteurs eux-mêmes. Ainsi, le manque de motivation peut être le principal facteur d'échec sans pour autant que l'on puisse affirmer que les étudiants ne sont pas motivés.

Ceci dit, il ressort clairement du tableau 5.1.1-2- que la principale source de difficulté identifiée par les étudiants se trouverait dans la composition des groupes-classes. Ces groupes seraient composés de personnes qui diffèrent de façon trop marquée quant à leur niveau de compétence linguistique et à leur statut professionnel. La deuxième source majeure de difficultés résiderait dans les étudiants eux-mêmes à savoir dans leur motivation et leur attitude. En troisième lieu, et loin derrière ces deux premières sources de difficultés, c'est la motivation et l'attitude des professeurs que les étudiants reconnaîtraient comme source de difficultés.

Quant aux échecs et aux abandons, c'est à eux-mêmes que les étudiants les imputent dans 3 des 4 premiers facteurs qu'ils invoquent: la motivation et l'attitude des étudiants, les difficultés particulières d'apprentissage, les caractéristiques personnelles. La pédagogie y trouve son compte au troisième rang des facteurs invoqués et l'environnement organisationnel dans lequel ils exercent leurs fonctions professionnelles se situe au cinquième rang. Notons enfin que les professeurs sont relativement peu mis en cause tant dans la liste des facteurs d'échecs que dans celle des sources de difficultés.

Comme on peut le constater, peu de conditions de l'environnement psycho-pédagogique s'avèrent carrément favorables ou défavorables. Il sera intéressant, cependant, d'observer le lien entre la variation dans les perceptions de ces composantes chez les individus et la variation dans les autres variables mesurées par notre étude; ce lien fait l'objet de la section 5.1.6. D'autre part, le lecteur intéressé pourra prendre connaissance du lien existant entre la perception de ces composantes et le rendement linguistique tel qu'il a été vérifié dans l'étude du Groupe B.

5.1.1.2 Que disent les fonctionnaires anglophones à propos des difficultés et facteurs d'échec dans les PFL?

Pour compléter le tableau des perceptions des fonctionnaires-étudiants anglophones sur le contexte psycho-pédagogique, nous allons présenter les résultats obtenus aux questions ouvertes du questionnaire G. Notons immédiatement qu'une des 5 questions ouvertes a fait l'objet d'une analyse spécifique par le Groupe D; cette question avait trait à la principale méthode pédagogique utilisée en classe. Deux des quatre autres questions portaient sur les suggestions des fonctionnaires en vue de réduire le nombre d'échecs et d'abandons. Ces questions ont été traitées à la section 5.4. Les questions ouvertes qui nous intéressent ici sont les questions 83 et 84.

Les questions ouvertes nos 83 et 84 du questionnaire G étaient formulées comme suit:

83: "Quelles sont, selon vous, les principales sources de difficultés dans votre classe en ce moment?"

84: "Quels sont selon vous, les trois principaux facteurs d'échecs ou d'abandons chez les anglophones dans les programmes de formation linguistique du Gouvernement canadien?"

- l'adéquacité du rythme d'enseignement de la matière en classe,
entendue au sens où le rythme d'enseignement permet à l'étudiant de suivre son propre rythme d'apprentissage, n'est que faiblement reconnue par les étudiants (composante 10: $M = 3.60$);

- enfin, l'intérêt des étudiants pour la matière aurait eu tendance à augmenter légèrement (composante 15: $M = 3.44$).
53

Les conditions défavorables

- Les étudiants sont légèrement d'accord avec l'énoncé suivant lequel l'obligation de passer le FCL serait à la source des tensions les plus grandes en classe (composante 9: $M = 3.83$) et, également, avec l'énoncé affirmant que l'ensemble des cours se déroule plutôt dans le but de faire passer le FCL que de vraiment apprendre le français (composante 8: $M = 3.65$);

- Les fonctionnaires-étudiants anglophones expriment un léger désaccord avec l'énoncé affirmant l'adéquacité du matériel pédagogique, bandes sonores, magnétophones, etc. (composante 13: $M = 3.36$).

Les conditions neutres

- Les étudiants considèrent que leur habileté à apprendre se situe dans la moyenne (composante 14: $M = 3.14$).
54

53 L'échelle de réponse pour la composante 15 était la suivante:
0 = impossible de me prononcer
1 = a beaucoup diminué
2 = a légèrement diminué
3 = est resté stable
4 = a légèrement augmenté
5 = a beaucoup augmenté

54 L'échelle de réponse à la composante 14 est la suivante:
0 = impossible de me prononcer
1 = bien en dessous de la moyenne
2 = sous la moyenne
3 = dans la moyenne
4 = au-dessus de la moyenne
5 = bien au-dessus de la moyenne

En résumé, les fonctionnaires-étudiants anglophones trouveraient un certain intérêt à l'apprentissage du français et ils ne s'y appliqueraient pas dans le seul et unique but de passer leur ECL; cependant, ils ne seraient pas prêts "à priori" à y consacrer beaucoup de leur temps personnel et de leur argent. Enfin, ils seraient relativement neutres quant à la nécessité de l'organisme qu'est le Bureau des Langues.

b) Autres composantes du contexte psycho-pédagogique

Les autres composantes du contexte psycho-pédagogique du questionnaires G ne comportent qu'un seul énoncé. Ils représentent un survol de différents aspects de l'environnement pédagogique. Nous allons en traiter de façon plus succincte que dans le cas des composantes analysées précédemment, en les regroupant selon qu'ils représentent des conditions de l'environnement qui sont favorables, défavorables ou neutres en regard de l'apprentissage.

Les conditions favorables

Les fonctionnaires-étudiants anglophones expriment un accord léger avec l'énoncé suivant lequel les évaluations qui ont été faites par les professeurs les ont suffisamment renseignés sur leurs progrès durant les cours (composante 7: $M = 4.02$). Par-
reil degré d'accord suggérerait que par ces évaluations, le fonctionnaire-étudiant se trouve informé de la valeur de sa performance plus que de l'analyse de cette performance. Mais c'est là une pure hypothèse que nos résultats ne permettent pas de vérifier;

Les étudiants anglophones sont légèrement d'accord avec l'énoncé affirmant qu'ils sont satisfaits du travail qu'ils ont accompli dans le cadre de leur cours (composante 12: $M = 3.92$); il en va de même pour l'énoncé qui affirme qu'ils sont satisfaits du cours (composante 16: $M = 3.76$). Nous avons à nouveau ici une condition favorable à l'apprentissage qui ne sollicite qu'un accord léger de la part des étudiants;

Un autre énoncé aborde la motivation par le biais de l'attitude vis-à-vis du Bureau des Langues:

- vu de façon globale, le Bureau des Langues est un organisme nécessaire ($M = 3.72$).

Enfin, un dernier énoncé teste jusqu'à quel point la motivation des étudiants peut être réduite à celle de vouloir passer le ECL:

- mon seul et unique objectif, pour ce cours de formation linguistique, est de réussir l'examen de connaissance linguistique (ECL) ($M = 2.50$).

Il ressort de cet ensemble de données que,

1. lorsque l'on situe la motivation au niveau de l'intérêt dans l'apprentissage ou de l'énergie effectivement dépensée pour apprendre, les étudiants se perçoivent comme ayant une motivation légèrement positive;
2. lorsque l'on situe la motivation au niveau du degré de détermination à acquérir la connaissance du français malgré les coûts que cela peut représenter, les étudiants se manifestent plutôt comme ayant une motivation légèrement négative;
3. lorsque l'on considère leur motivation par le biais de leur attitude face à la nécessité de l'existence de l'institution qui leur dispense l'enseignement du français, leur motivation apparaît très légèrement positive;
4. lorsque enfin, l'on considère la nature de la motivation des étudiants, on observe qu'elle n'est pas purement instrumentale et que les étudiants nient assez fortement qu'elle puisse être réduite à vouloir passer l'examen.

Certains énoncés ont trait à l'effort consenti ou à la constance de la motivation à apprendre:

- je fais des efforts pour poursuivre l'apprentissage du français à l'extérieur des cadres du Bureau des Langues (M = 4.40);
- en général, je me suis senti motivé pour apprendre le français tout au long de ce cours (M = 4.26);
- si je me compare aux autres étudiants, je crois que mon intérêt à apprendre la langue française... tend à se situer au-dessus de la moyenne (M = 3.58)⁵².

Un autre énoncé a trait à la détermination à apprendre:

- j'aurais entrepris un cours de langue française même si j'avais eu à en défrayer le coût et à le suivre pendant mes temps libres (M = 3.12).

L'échelle de réponse à cet énoncé est la suivante:

- 0 = impossible de me prononcer
- 1 = bien au-dessous de la moyenne
- 2 = sous la moyenne
- 3 = dans la moyenne
- 4 = au-dessus de la moyenne
- 5 = bien au-dessus de la moyenne

Le niveau de compétence linguistique attendu à la fin du cours

Les fonctionnaires anglophones ne s'attendent pas à avoir

atteint un niveau d'aisance très élevé dans l'usage des habiletés

linguistiques au terme de leur formation (composante 5: $M = 3.99$). Leur

degré d'accord aux énoncés suivants en témoigne:

- après avoir terminé ce cours, je m'attends à pouvoir lire facilement le français ($M = 4.22$);

- après avoir terminé ce cours, je m'attends à pouvoir parler facilement le français ($M = 3.79$);

- après avoir terminé ce cours, je m'attends à pouvoir écrire facilement le français ($M = 3.71$);

- après avoir terminé ce cours, je m'attends à pouvoir comprendre facilement le français parlé ($M = 4.08$).

Les habiletés réceptrices (lire, comprendre) semblent être

perçues comme pouvant permettre l'atteinte d'une plus grande facilité

que ne le semblent les habiletés émettrices (parler, écrire).

Les attentes des étudiants quant à la facilité future dans la

langue française sont donc modérées. Il ne nous est pas possible de

dire si elles tiennent d'une évaluation réaliste de leur habileté actuelle

et des ressources disponibles pour apprendre, ou si elles reflètent leur

degré de motivation à apprendre.

Degré de motivation à apprendre la langue seconde

La composante "degré de motivation à apprendre la langue

seconde" dégagée par l'analyse factorielle, obtient un score moyen de

3.68. C'est la réponse aux énoncés pris individuellement qui est cependant

l'information la plus éclairante sur la motivation des étudiants.

Enfin, quand on demande aux étudiants d'exprimer leur degré de satisfaction par rapport à l'enseignement de leurs professeurs, leur réponse moyenne se situe au point 3.34 de l'échelle de réponse spécifique à cette question⁵¹, c'est-à-dire que leur satisfaction serait "plus ou moins considérable". Leur évaluation de l'enseignement même serait donc moins positive que l'évaluation d'autres traits plus personnels des professeurs.

L'efficacité du Bureau des Langues

L'efficacité du Bureau des Langues a tendance à être perçue négativement. Cette efficacité est ici évaluée globalement, puis spécifiquement sous l'angle de la fidélité de son information aux étudiants, et enfin, quant à la capacité de l'administration à créer une atmosphère favorable à l'apprentissage. Voyons les réponses fournies aux divers énoncés pertinents:

- vu de façon globale, le Bureau des Langues est un organisme efficace (M = 3.30);
- en ce qui regarde le contenu des cours, l'information que j'ai reçue du Bureau des Langues était fidèle à la réalité (M = 3.05);
- en ce qui regarde les méthodes pédagogiques, l'information que j'ai reçue du Bureau des Langues était fidèle à la réalité présente (M = 3.14);
- l'information que j'ai reçue du Bureau des Langues sur les façons dont je serais évalué correspond à la réalité (M = 2.85);
- les administrateurs de mon école contribuent à la création d'une atmosphère qui favorise l'apprentissage (M = 3.36).

51
Le degré de satisfaction: échelle de réponse

- 0 = impossible de me prononcer
- 1 = très peu considérable
- 2 = peu considérable
- 3 = plus ou moins considérable
- 4 = considérable
- 5 = très considérable

La satisfaction à l'endroit des professeurs

Par rapport à l'ensemble des composantes du contexte psychopédagogique, c'est à l'endroit des professeurs que les étudiants fournissent les réponses les plus favorables. Leur accord moyen aux énoncés qui décrivent positivement les professeurs est le plus élevé des scores observés à l'échelle G (composante 3: $M = 4.33$). Ce score ne représente malgré tout qu'un accord moyen léger avec lesdits énoncés concernant les professeurs.

Voici comment se manifeste la perception que les fonctionnaires-étudiants anglophones ont de leurs professeurs:

- tenant compte des circonstances, nos professeurs ont judicieusement réparti, à travers les périodes d'enseignement, la matière de leurs cours ($M = 4.18$);
- par leur façon d'enseigner, nos professeurs nous ont aidés à assimiler la matière de leurs cours ($M = 4.25$);
- nos professeurs se sont aperçus, dans l'ensemble, des difficultés que nous avions à assimiler la matière de leur cours ($M = 4.13$);
- nos professeurs ont su répondre de façon satisfaisante aux questions que nous leur avons posées ($M = 4.43$);
- nos professeurs se sont montrés ouverts aux suggestions et critiques que nous leur avons formulées ($M = 4.29$);
- les divers échanges entre nous et nos professeurs ont contribué à rendre leurs cours intéressants ($M = 4.39$);
- nos professeurs ont manifesté une disponibilité qui nous a encouragés à les consulter au besoin ($M = 4.54$);
- nos professeurs ont respecté les horaires prévus pour les cours, les rencontres, etc. ($M = 3.63$);
- en général, dans mes relations avec les professeurs, j'ai le sentiment d'avoir été considéré comme une personne et non comme un numéro ($M = 4.79$).

La principale méthode pédagogique employée en classe semble, donc, d'abord favoriser l'interaction et la participation, même si cela n'est pas très prononcé. Elle ne rend pas toujours très saillant le terme de la démarche, ne suscite pas facilement l'intérêt, et n'est pas toujours adaptée au style d'apprentissage des étudiants. La méthode, enfin, ne rend pas toujours évident comment le nouveau se greffe sur l'ancien et comment l'étudiant réussit au fur et à mesure de la démarche. Cet ensemble suggère l'image d'étudiants qui participent en interagissant avec le professeur et entre eux, mais sans tellement posséder le sens et le contrôle de la démarche non plus qu'un intérêt très marqué pour ce qu'ils sont en train d'apprendre.

La cohésion du groupe d'apprentissage

Les étudiants anglophones sont insérés dans des groupes qu'ils perçoivent comme étant minimalement cohésifs (composante 2: $M = 4.04$). Il n'existe pas de conflits marqués entre les membres du groupe dans l'ensemble ($M = 3.35$) et ces conflits ont de toute façon peu d'impact sur l'apprentissage ($M = 2.73$). En général, le climat est tel qu'ils vont se sentir modérément à l'aise d'intervenir ($M = 4.61$), n'ayant pas nécessairement à se "battre" pour pouvoir participer ($M = 4.53$); ils n'ont pourtant qu'un léger sentiment d'appartenir à une véritable équipe ($M = 4.02$) et ils se reconnaissent peu comme étant presque toujours détendus ($M = 3.97$). S'il arrive que certains collègues étudiants deviennent des amis ($M = 4.31$), il reste que dans l'ensemble, l'estime que les étudiants se portent ne dépasse pas vraiment le niveau du convenable ($M = 3.99$). Quant à tenter d'apprendre entre eux, cela apparaît être d'une occurrence assez limitée ($M = 3.81$).

Les groupes d'étudiants semblent donc, dans l'ensemble, être assez neutres émotionnellement parlant. Les étudiants paraissent situés dans un état d'équilibre interpersonnel tel que, sans être mauvais, le climat du groupe ne donne pas pour autant le sentiment d'appartenir à ce qui pourrait être une "équipe d'apprenants" qui stimulerait l'apprentissage en commun.

a) Composantes factorielles de "G"

La valeur de la méthode pédagogique employée

Les étudiants anglophones se montrent relativement neutres devant la principale méthode pédagogique utilisée dans leurs cours (composante 1: $M = 3.86$). Aux 8 énoncés qui attribuent des traits positifs à la méthode pédagogique, leur réponse moyenne n'atteint donc pas le premier niveau d'accord de l'échelle de réponse. Voici ce qu'il en est pour chacun de ces énoncés:

- cette méthode me permet de savoir ce que je serai capable de faire de nouveau au terme de chaque leçon ($M = 3.50$);
- cette méthode est stimulante: elle déclenche bien l'intérêt pour le nouveau qu'elle présente à chaque leçon ($M = 3.52$);
- cette méthode me permet de faire facilement des liens entre ce que je sais déjà et le nouveau ($M = 3.84$);
- cette méthode favorise ma participation active ($M = 4.07$);
- cette méthode me permet de me rendre compte sur le champ et au fur et à mesure du résultat de mes efforts ($M = 3.85$);
- cette méthode favorise beaucoup l'interaction entre étudiants ($M = 4.12$);
- cette méthode favorise beaucoup l'interaction avec le professeur ($M = 4.15$);
- cette méthode est bien adaptée à mon style d'apprentissage ($M = 3.50$).

Résultats des fonctionnaires-étudiants anglophones aux diverses composantes du contexte psycho-pédagogique inventoriées par le questionnaire G.

TABLÉAU 5.1.1-1-

Composantes				N
Ecart-type				
M				
1. Valeur de la méthode pédagogique employée	3.86	0.65	924	
2. Cohésion du groupe d'apprentissage	4.04	0.42	924	
3. Satisfaction à l'endroit des professeurs	4.33	0.60	924	
4. Efficacité du Bureau des langues	3.39	0.81	924	
5. Niveau de compétence linguistique attendu à la fin du cours	3.99	0.79	924	
6. Degré de motivation à apprendre la langue seconde	3.68	0.46	924	
7. Capacité des évaluations faites à renseigner sur les progrès	4.02	0.90	881	
8. Degré de centration du cours sur le ECL	3.65	1.15	888	
9. Le ECL comme source de tension	3.83	1.27	884	
10. Adeguaeté du rythme d'enseignement	3.60	0.95	913	
11. Adeguaeté de l'évaluation de l'apprentissage	3.47	1.25	883	
12. Satisfaction du travail accompli	3.92	0.78	916	
13. Adeguaeté du matériel pédagogique	3.36	1.07	918	
14. Habileté linguistique perçue	3.14	0.56	923	
15. Variation de l'intérêt pour la matière	3.44	0.88	919	
16. Satisfaction relative au cours	3.76	0.97	918	

Aux 6 facteurs énumérés ci-dessus, qui recouvrent pas moins de 46 items du questionnaire, furent ajoutés, sur une base "a priori", 10 facteurs supplémentaires tous constitués d'un seul item.

Par ailleurs, une grille d'analyse du contenu a permis l'étude des réponses aux questions ouvertes de ce questionnaire, lesquelles questions portent essentiellement sur les facteurs responsables des principales difficultés rencontrées par les étudiants en cours de formation et sur les causes attribuées par eux aux échecs et aux abandons en cours de formation.

Nous n'allons pas nous attarder davantage au questionnaire G, compte tenu qu'on peut se référer au chapitre 3 pour une description complète de cet instrument. Le lecteur aura particulièrement avantage à lire la définition des composantes du contexte psycho-pédagogique au tableau 3-4-. Les résultats pour l'ensemble des composantes du contexte psycho-pédagogique inventoriées par le questionnaire sont présentées ci-après au tableau 5.1.1-1- de la page suivante. A ce tableau, on trouve les moyennes, le nombre de répondants et les écarts-types pour chacune des composantes⁵⁰. Pour faciliter la compréhension des scores observés, rappelons que les répondants devaient indiquer, sur une échelle de 1 à 6, leur désaccord (points 1, 2 et 3 de l'échelle de réponse) ou leur accord (points 4, 5 et 6 de l'échelle de réponse) avec chacun des énoncés de ce questionnaire. Les scores moyens plus petits que 3.5 expriment donc un désaccord et les scores moyens plus grands que 3.5 expriment un accord avec l'ensemble des énoncés qui représentent chacune des composantes de ce contexte.

Nous allons d'abord examiner les résultats qui se dégagent des 6 composantes isolées par l'analyse factorielle puis, les résultats aux 10 autres composantes.

⁵⁰ Voir l'Appendice 3, pour les résultats détaillés.

5.1 APPRENTISSAGE DU FRANCAIS LANGUE SECONDE

5.1.1 Dans quel CONTEXTE PSYCHO-PEDAGOGIQUE se trouvent les fonctionnaires-étudiants anglophones d'un PFL continue de FRANCAIS langue seconde?

La présente section décrit les perceptions qu'ont de leur environnement psycho-pédagogique les fonctionnaires-étudiants anglophones impliqués dans un programme de formation linguistique continue de français. Nous allons présenter les perceptions que nous avons recueillies chez ces personnes à partir de leurs réponses au questionnaire G ainsi qu'aux questions présentes greffées à ce questionnaire.

5.1.1.1 Que se dégage-t-il du questionnaire G?

Les données que nous allons analyser ici proviennent de l'échelle G. Cet instrument est décrit en détail au Chapitre 3. Rappelons que l'échelle G est constituée de 81 énoncés qui sollicitent l'accord ou le désaccord du répondant, de même que de 5 questions ouvertes greffées à ces 81 énoncés.

Les énoncés de l'échelle G ont donné lieu à une analyse factorielle qui a permis de dégager 6 facteurs, soit:

- La valeur de la méthode pédagogique employée,
- La cohésion du groupe d'apprentissage,
- La satisfaction à l'endroit des professeurs,
- L'efficacité du Bureau des Langues,
- Le niveau de compétence linguistique attendu à la fin du cours,
- Le degré de motivation à apprendre la langue seconde.

CONDITIONS PSYCHO-PEDAGOGIQUES DE L'APPRENTISSAGE
D'UNE LANGUE SECONDE DURANT UN PROGRAMME
DE FORMATION LINGUISTIQUE CONTINUE

Notre étude G2, PENDANT les PFL, porte, rappelons-le, sur les conditions psycho-pédagogiques

- de l'apprentissage du FRANCAIS langue seconde par des fonctionnaires ANGLOPHONES

- et de l'apprentissage de l'ANGLAIS langue seconde par les fonctionnaires FRANCOPHONES.

Comme nous l'avons déjà expliqué antérieurement (voir l'INTRODUCTION), ces deux sous-études ont été traitées de façon indépendante. Dans les deux cas, nous commençons par décrire les perceptions des fonctionnaires-étudiants du contexte psycho-pédagogique dans lequel ils se trouvent lors de leur PFL, puis nous examinons les perceptions, du même contexte, des professeurs enseignant à ces étudiants, ensuite nous décrivons les caractéristiques socio-biographiques et les principaux traits psychologiques de ces fonctionnaires, leurs attitudes et motivation face à la langue seconde, leurs perceptions de leur contexte organisationnel antérieur et nous terminons par une analyse des facteurs les plus importants reliés aux perceptions des fonctionnaires-étudiants du contexte psycho-pédagogique des PFL.

A la suite de ces analyses statistiques, nous présentons les résultats d'une étude qualitative d'évolution des 13 classes PFL, (11 de FRANCAIS et 2 d'ANGLAIS) au cours d'un mois typique. Les résultats de cette analyse sont comparés aux résultats qui se dégagent des analyses précédentes.

Une dernière section de ce chapitre enfin est consacrée à la description des SUGGESTIONS d'amélioration des PFL que les fonctionnaires et les professeurs, anglophones et francophones, nous ont communiquées lors de notre étude.

Conditions psycho-pédagogiques de l'apprentissage
d'une langue seconde durant un programme
de formation linguistique continue

CHAPITRE V

Les SUGGESTIONS ont été recueillies au moyen d'entrevues individuelles auprès de 41 fonctionnaires anglophones. Les suggestions les plus fréquentes sont des demandes d'informations à propos des méthodes d'enseignement, du contenu du cours et de l'organisation liée à l'entrée au programme. Presque aussi nombreuses sont les suggestions portant sur l'aspect socio-pédagogique; on demande surtout l'amélioration des méthodes d'enseignement et d'évaluation et davantage de flexibilité quant à la durée du cours et aux niveaux linguistiques à atteindre. En ce qui concerne l'aspect socio-politique, on réclame que la loi soit plus réaliste et que les critères utilisés pour établir les exigences linguistiques des postes soient plus près des besoins réels de la tâche. Un plus petit nombre de suggestions portent sur l'aspect psycho-social: on demande un climat plus personnel et davantage de support et d'encouragement pendant l'apprentissage. L'analyse nous a permis de faire ressortir les éléments suivants:

- a) une meilleure application de la loi sur le bilinguisme pourrait avoir une influence positive sur la motivation et les attitudes des fonctionnaires qui veulent suivre un PFL;
- b) le fait de donner davantage d'informations avant les PFL pourrait permettre semble-t-il une insertion plus rapide et une meilleure participation au programme;
- c) un meilleur climat et un programme plus en accord avec les habiletés individuelles et l'utilisation future de la langue seconde pourraient permettre un meilleur apprentissage.

niveau linguistique à atteindre étaient plus réalistes, plus adaptés à leurs habiletés afin d'éviter les échecs. Enfin, il semble que l'apprentissage gagnerait à être supporté par un climat plus personnel et plus encourageant.

se disent motivées à apprendre le français mais ils le seraient davantage s'ils étaient convaincus que leur apprentissage sera vraiment utile et même nécessaire dans leur tâche future.

4.5.4.2 Insertion plus rapide et meilleure participation

Les fonctionnaires expriment beaucoup de demandes d'informations. Ils n'ont pas une image claire de ce qui les attend aux PFL. Malgré ce que leurs collègues ont pu en dire (et peut-être à cause de cela) et malgré leurs premiers contacts avec le Bureau des Langues, ils ne semblent pas sûrs du genre de méthodes utilisées et des structures qui s'y rattachent. Certains, bien qu'ils expriment de la confiance envers l'ensemble du programme, montrent de l'apprehension à cause du degré d'adaptation que cela leur demandera. Selon eux, il semblerait plus facile de s'intégrer dans ce processus si on établissait une structure leur permettant de se familiariser avec le type de programme en vigueur. Au fond, le fait de savoir, à l'avance, qu'ils pouvaient prendre contact avec le programme pendant un certain temps, sans que leur rendement soit évalué durant cette période, les amènerait probablement à se sentir plus confiants. Leur adaptation doit être d'autant plus rapide qu'ils se plaignent d'être prévenus du cours à la dernière minute.

4.5.4.3 Meilleur apprentissage

On propose surtout que les méthodes utilisées entraînent davantage de participation de la part de l'étudiant. Comme on l'a vu, les fonctionnaires n'ont pas tous une idée claire sur les méthodes utilisées. Cependant, ils semblent croire que le programme devrait leur fournir davantage d'occasions de parler et d'écouter le français dans des situations concrètes et vivantes, ce qui leur permettrait un apprentissage en accord avec les situations de travail. Selon ces sujets, l'apprentissage serait davantage possible si la durée du cours et le

4.5.3.5 Aspects organisationnel et matériel

Très peu de suggestions sont apportées. On souhaite: plus d'unité dans l'administration du Bureau des Langues (moins de patrons) et une meilleure situation géographique de l'école.

4.5.3.6 Aspects professionnels

Les suggestions sont peu nombreuses ici aussi. Elles portent: soit sur l'aspect financier (salaire, remboursements...), soit sur des préoccupations liées à la carrière (garder contact avec le milieu de travail; que la promotion dépende avant tout des habiletés professionnelles et non linguistiques...).

4.5.4 Analyse et synthèse

Les modifications proposées pouraient selon les 41 fonctionnaires consultés: avoir une influence sur la motivation et les attitudes des fonctionnaires, permettre une insertion plus rapide, une meilleure participation et un apprentissage plus adéquat.

4.5.4.1 Influence sur la motivation et les attitudes

Plusieurs fonctionnaires semblent réticents devant les critères d'évaluation des postes et la façon suivant laquelle la loi sur le bilinguisme est appliquée. On propose, en effet, que le critère à utiliser soit: les besoins réels de la tâche. On perçoit donc que la désignation des postes n'est pas toujours en accord avec les occasions réelles de parler le français. Plusieurs sujets désirent que l'application de la loi soit moins étendue. Ils croient, en effet, qu'un plus petit nombre de bilingues suffirait à répondre aux exigences de la loi dans son ensemble. Que ces fonctionnaires aient raison ou non, il n'en demeure pas moins que leurs attitudes dans ce domaine ont bien des chances d'amoindrir leur motivation au moment d'entreprendre le programme. Ils

On réclame ici : des écoles plus petites, davantage de professeurs et de matériel pédagogique.

4.5.3.3 Aspects socio-politiques

On recueille ici 16% de suggestions et 7.7% de commentaires négatifs. Les suggestions portent sur les critères d'évaluation des postes et sur la loi sur le bilinguisme.

a) Critères

On demande plus de flexibilité; les critères devraient être plus individualisés, c'est-à-dire tenir compte de la personne et du poste particulier qu'elle occupe et ne pas être une application rigide des grands principes de la loi. Le critère proposé est le suivant: Les besoins réels et concrets de la tâche à accomplir.

b) Loi

Certains sujets s'en prennent aussi à la loi elle-même. Selon eux, il n'est pas nécessaire que le bilinguisme soit partagé par autant de personnes. Seulement certains postes stratégiques devraient être désignés bilingues et autant que possible, occupés par des personnes déjà bilingues. On désirerait que la PFL soit vraiment volontaire.

4.5.3.4 Aspects psycho-sociaux

Bien que les suggestions déjà mentionnées peuvent toutes avoir une influence sur des aspects psychologiques, certaines réponses portaient directement sur ces aspects. Les fonctionnaires suggèrent que le climat entourant le programme soit moins bureaucratique ou impersonnel. On désire que les personnes en charge tiennent davantage compte de chaque individu et apportent plus de support et d'encouragement.

c) Organisation

a) Les méthodes

Le besoin le plus fréquemment exprimé est le suivant: donner davantage d'occasions de pratiquer le français parlé et écouté; qu'il y ait plus de films, d'enregistrements, de conversation, de laboratoire, d'activités en français en dehors de la classe, des émissions de radio et de télévision adaptées à leur niveau de connaissance. Un autre désir est celui de voir changer les méthodes d'évaluation; les sujets ne spécifient pas de quelle façon cette amélioration pourrait se faire sauf un fonctionnaire qui demande à être évalué une fois à la fin du programme et non tous les mois. Enfin, quelques interviewés semblent surtout préoccupés du degré de leur connaissance initiale; ils désirent des méthodes qui tiennent davantage compte de leurs difficultés, qu'on leur enseigne d'abord le français écrit ou qu'on leur donne des trucs sténographiques afin qu'ils puissent prendre des notes pendant le cours.

b) Durée du cours et niveaux

À propos du cours, on demande plus de flexibilité quant à la durée; certaines personnes n'auraient pas le temps d'apprendre; de plus, les étudiants intéressés devraient pouvoir pousser plus loin leur apprentissage. On propose aussi des cours cycliques soit pour que l'apprentissage soit plus intégré au travail, soit pour permettre le maintien de l'acquis (par exemple, un jour par semaine pendant deux ans après le cours). À propos des niveaux, on demande aussi plus de flexibilité; certains fonctionnaires vont jusqu'à réclamer la possibilité de suivre le programme jusqu'à leurs habiletés leur permettent et non jusqu'à un niveau prévu à l'avance. Quelques-uns demandent une classification plus adéquate; les niveaux devraient être plus élevés pour être en accord avec les besoins linguistiques réels de certaines tâches.

b) Le contenu

On demande ici une meilleure préparation quant au contenu linguistique. Certains sujets demandent à recevoir une sorte de cours préparatoire, de forme traditionnelle, qui leur rafraîchirait la mémoire et qui leur donnerait une base grammaticale à laquelle ils pourraient se référer lorsqu'ils auront à fonctionner avec des méthodes audio-visuelles.

c) L'organisation

Les fonctionnaires auraient voulu connaître beaucoup plus à l'avance le moment où ils auraient à se présenter au Bureau des langues. Ils se plaignent d'être avertis à la dernière minute de la date du début des cours.

(Quelques sujets désireraient connaître les critères qui servent à l'évaluation des besoins linguistiques des postes. Il semble que cela ne soit pas toujours évident. Les quelques autres demandes portent sur la proportion de fonctionnaires qui réussissent au PFL et qui utilisent le français dans leur travail après les cours et sur la situation de travail future du sujet.

4.5.3.2 Aspects socio-pédagogiques

Les suggestions portant sur ces aspects sont presque aussi nombreuses que les précédentes. On parle surtout des méthodes d'enseignement et d'évaluation, de la durée du cours et des niveaux linguistiques. Quelques réponses portent sur l'organisation matérielle et pédagogique.

TABLÉAU 4.5-2- (suite)

Suggestions recueillies auprès des 41 fonctionnaires anglophones AVANT

Questions		F		F		%	
Total							
		9.1	9.2	9.3	9.4	9.5	
- Aspects professionnels:							
- en général (commentaires négatifs)		0	0	0	12	0	12
- total		0	0	0	12	0	12
Aucun changement à effectuer							
(commentaires positifs)		1	4	7	7	1	20
- total		1	4	7	7	1	20
TOTAL DES SUGGESTIONS:		40	30	22	43	21	156

TABLÉAU 4.5-2- (suite)

Suggestions recueillies auprès des 41 fonctionnaires anglophones AVANT

Questions		F		F		Total	
		9.1	9.2	9.3	9.4	9.5	

TABLÉAU 4.5-2-

Suggestions recueillies auprès des 41 fonctionnaires anglophones AVANT

Demandes d'information:							
<hr/>							
Questions							
<hr/>							
F				F			
<hr/>				<hr/>			
%				%			
<hr/>				<hr/>			
Total				Total			
- méthodes et contenu	12	0	2	0	1	15	9.6
- organisation (début du cours)	9	4	0	0	1	14	9
- lois et critères	1	0	0	5	0	6	3.8
- statistiques (succès et utilisation)	0	0	1	0	2	3	1.9
- profession (poste)	1	1	0	0	0	2	1.3
- en général (sans spécifier)	0	2	0	0	0	2	1.3
- total	23	7	3	5	4	42	26.9
<hr/>							
Changements à effectuer:							
<hr/>							
Aspects socio-pédagogiques:							
- méthodes (enseignement, évaluation	6	3	4	0	4	17	10.9
- durée du cours	0	2	5	5	1	13	8.3
- organisation et niveaux	0	5	0	0	0	6	3.8
- matériel (professeurs et matériel)	1	5	0	0	0	6	3.8
- total	7	10	9	5	5	36	23.1

e) Aspects organisationnels

Il peut s'agir de l'organisation:

- au sein du ministère:
- aspect professionnel, promotion
- au Bureau des langues:
- administration, organisation matérielle

4.5.3 Résultats détaillés

Le tableau 4.5-2- présente la synthèse des suggestions regroupées selon les différents aspects. Les pourcentages indiquent la proportion des réponses, dans un domaine, par rapport à l'ensemble des suggestions. Pour connaître les suggestions précises à chaque question, voir les tableaux de l'APPENDICE 2, section 2.4.1.

4.5.3.1 Demandes d'information

Dans l'ensemble, les fonctionnaires suggèrent avant tout de recevoir davantage d'informations. Selon eux, cette information devrait porter sur les méthodes d'enseignement, le contenu du cours et sur l'organisation liée à l'entrée dans le programme.

a) Les méthodes

Les sujets veulent connaître à l'avance la façon de procéder durant les cours; les méthodes seront-elles traditionnelles ou audio-visuelles? Comment seront-ils évalués? Certains voudraient même pouvoir expérimenter le programme à l'avance, c'est-à-dire pouvoir s'appropriiser aux méthodes d'enseignement et aux différents types de structures, avant que leur rendement ne soit évalué.

- la classification par niveau
 - le degré d'apprentissage apporté par le programme
 - l'organisation: nombre de professeurs
 - organisation matérielle pédagogique
- c) Aspects socio-politiques
- Les suggestions visent:
- la loi sur le bilinguisme
 - les critères d'évaluation des postes
 - les structures qui apporteraient davantage de support
 - les mesures gouvernementales à prendre vis-à-vis du bilinguisme
- d) Aspects psycho-sociaux
- On suggère ici des transformations qui influenceraient:
- la motivation du fonctionnaire
 - le degré de support qu'il reçoit
 - sa perception du PFL
 - ses interactions avec les professeurs
 - le climat qui règne au PFL.

Presque tous les sujets se prononcent sur les exigences linguistiques des postes; cet élément est très présent au moment où ils ont à être orientés vers un type de cours en accord avec leurs aptitudes et le niveau linguistique qu'ils devront atteindre. Un pourcentage assez élevé de sujets croit que la préparation au cours pourrait être améliorée. Un peu plus de la moitié des sujets interviewés a déjà des idées sur les transformations possibles en ce qui regarde le Bureau des Langues. Le programme lui-même semble un peu moins connu à ce stade, d'où le plus faible pourcentage de répondants. La dernière question (9.5), ayant pour but de recueillir les suggestions portant sur des éléments non prévus dans les autres questions, apporte également moins de réponses.

4.5.2.2 Catégorie de réponses

a) Demandes d'Informations

Les informations demandées ont des liens avec les autres aspects: socio-pédagogique, socio-politique, organisationnel, etc... Nous avons cru bon en faire une catégorie distincte parce que le taux de réponses de cet ordre était élevé. En général, le fonctionnaire suggère que le Bureau des Langues ou son ministère lui apporte davantage d'informations avant qu'il ne soit rendu à cette étape d'engagement vis-à-vis de sa formation linguistique.

b) Aspects socio-pédagogiques

Les modifications suggérées portent sur:

- Les méthodes d'enseignement

- Les méthodes d'évaluation

- La durée du cours

- aspects psycho-politiques
- aspects psycho-sociaux
- aspects organisationnels.

4.5.2 Description et catégorisation des suggestions recueillies

4.5.2.1 Taux de réponses

Le tableau 4.5-1- de la page suivante indique le nombre de suggestions recueillies à chacune des questions et la proportion de sujets qui font ces suggestions (chaque sujet ayant la possibilité de donner plusieurs réponses à chacune des questions).

Taux de réponse à chacune des questions: 9.1 "Préparation", 9.2 "Bureau des langues", 9.3 "PFL" en général, 9.4 "Exigences linguistiques des postes", 9.5 "Autres".

TABLÉAU 4.5-1-

Questions						Total
- aucune réponse	10	9	18	2	19	
- ne sait pas	4	9	5	5	1	
- suggestions	40	30	22	43	21	156
- % des sugges- tions	25.6%	19.2%	14.1%	27.6%	13.5%	
- sujets qui font une suggestion	27	23	18	34	21	
- % des sujets qui font une sugges- tion	65.8%	56.1%	43.9%	82.9%	51.2%	
						9.1
						9.2
						9.3
						9.4
						9.5

- aspects socio-pédagogiques

- demandes d'informations

thèmes:

La correction des réponses s'est faite sous forme d'analyse de contenu au moyen d'un système de codification portant sur cinq grands

4.5.1.4 Correction

Question 9.5: "autres suggestions".

Question 9.4: à propos des exigences linguistiques des postes?

Question 9.3: sur le programme de formation linguistique en général?

Question 9.2: sur le Bureau des Langues?

Question 9.1: sur les moyens qui aideraient à être mieux préparé à entreprendre la formation linguistique?

"Auriez-vous des suggestions à faire:

Les questions étaient les suivantes:

4.5.1.3 Contenu des questions

Il s'agit d'un sous-échantillon de 41 fonctionnaires anglophones. Ces sujets ayant été choisis au hasard, un certain degré de variété des caractéristiques organisationnelles, socio-biographiques, personnelles et psychosociologiques nous permet d'analyser leurs réponses comme un indice des réactions de l'ensemble. Il faut, bien sûr, garder à l'esprit les variations possibles dues à l'influence de ces variables.

4.5.1.2 Echantillon

4.5 QUELLES SUGGESTIONS CES FONCTIONNAIRES ONT-ILS A FORMULER A L'EGARD DES PFL DU GOUVERNEMENT CANADIEN?

Les entrevues individuelles nous ayant permis de relever les éléments qui, selon le fonctionnaire, lui facilitent l'entrée aux PFL et ceux qui lui posent problème, les questions portant sur les SUGGESTIONS nous amènent maintenant à faire ressortir les modifications qui pourraient améliorer l'état d'esprit du fonctionnaire lorsqu'il s'apprête à entreprendre le programme. Ces résultats ne nous donnent pas objectivement l'ordre d'importance des changements à effectuer, mais ils nous fournissent l'échelle de grandeur des besoins du fonctionnaire tels qu'il les ressent. Comme l'état d'esprit de l'étudiant qui débute a des chances d'influencer nettement son attitude et ses comportements futurs, nous croyons que ces suggestions sur les mesures à apporter ou à améliorer, apportent des éléments importants.

4.5.1 Bref appel de la méthodologie suivie pour recueillir les suggestions

4.5.1.1 Instrument utilisé

Les suggestions ont été recueillies au moyen des entrevues individuelles de l'étude AVANT. Ces entrevues se sont déroulées au moment où le fonctionnaire passe par le Service d'orientation. Les fonctionnaires ont eu un premier contact avec l'organisation qui entoure les PFL et sont sur le point de suivre leur premier cours. La façon de procéder était évidemment la même que pour les entrevues individuelles. Pour connaître les conditions de la cueillette, voir la section 3.2 du chapitre sur la méthodologie.

La perception que les fonctionnaires anglophones AVANT les PFL ont de leur milieu organisationnel ne dépend généralement pas de leurs caractéristiques socio-biographiques non plus que de leurs traits psychologiques individuels, mais bien plutôt des caractéristiques propres de ce milieu organisationnel. Seules la perception du taux d'usage de la langue seconde en dehors du milieu de travail et la perception de l'absence de support de la part du groupe de travail peuvent être assez fortement prédites par les variables que nous avons étudiées.

D'autre part, certaines variables se montrent des facteurs importants de la variation de la perception du contexte organisationnel:

- a) la motivation intégrative dans le cas de la perception de l'utilité de la langue française pour la participation à la vie de l'organisation;
- b) l'absence d'anxiété dans l'usage de la langue française dans le cas de la perception du taux d'usage du français en dehors du milieu de travail;
- c) l'intérêt pour les langues étrangères dans le cas de la perception d'une concordance entre les exigences linguistiques formelles des postes et les exigences réelles de la tâche.

L'importance accordée à certaines valeurs (serviable, imaginatif, indépendant, logique, responsable) intervient dans la perception de diverses composantes du milieu organisationnel. Mais ce sont surtout les attitudes et les motivations (l'intérêt pour les langues étrangères, l'absence d'anxiété liée à l'usage de la langue seconde, la motivation intégrative) qui influencent la perception du milieu organisationnel, et ce dans un sens positif.

il continuerait d'énumérer une série d'éléments organisationnels qui ne facilitent pas la motivation à apprendre la langue seconde et à l'utiliser dans le milieu de travail.

On peut dire que, dans l'ensemble, les valeurs ont une influence positive c'est-à-dire que les caractéristiques les plus valorisées ont un lien avec les perceptions positives du milieu organisationnel.

A partir des données de l'échelle d'attitudes, on peut aussi

regrouper les éléments:

- les éléments favorables: l'attitude envers l'apprentissage d'une langue seconde et l'intérêt pour une langue étrangère sont assez élevés et ont le plus d'intercorrélations avec les perceptions positives; le facteur le plus défavorable: l'anxiété, semble ne pas avoir beaucoup de relations avec les perceptions;
- les éléments assez favorables: l'attitude envers les canadiens-français et l'encouragement de la famille et des amis sont relativement élevés et ont une influence moyenne;

- les éléments peu clairs: la motivation intégrative influence moins qu'elle ne devrait théoriquement; il est aussi surprenant que la motivation instrumentale n'ait aucune influence.

On peut conclure que, dans l'ensemble, les attitudes sont positives et influencent les perceptions du milieu organisationnel.

Malgré l'influence positive des valeurs et des attitudes, un certain nombre de conditions du milieu organisationnel demeurent problématiques ou sont perçues avec ambivalence. Etant donné que les variables individuelles n'expliquent, en moyenne, que 24% de la variation des perceptions, il semble que même si le fonctionnaire avait des valeurs les plus en accord avec la perception positive du bilinguisme et possédait les attitudes les plus positives envers la langue seconde,

- suiivantes : certains éléments étaient favorables à une bonne préparation du fonctionnaire à son entrée dans le PFL; d'autres éléments étaient défavorables; enfin, quelques conditions restaient peu claires.
- Les éléments favorables concernaient les groupes 1, 3 et 4 : l'adhérence au groupe, l'attitude des supérieurs et l'utilité de la langue seconde avec le public et dans les relations interpersonnelles.
 - Les éléments défavorables concernaient les groupes 2, 3 et 4 : l'usage, les contacts avec la langue seconde, l'insistance des francophones, l'utilité pour le travail, les exigences linguistiques.
 - Les éléments peu clairs concernaient le groupe 3 : le support des supérieurs, des collègues, des interlocuteurs, des normes du groupe.
- Si on compare les données descriptives des valeurs et les intercorrélations qu'elles ont avec les composantes, on peut aussi classer les éléments en 3 groupes :
- Les éléments favorables : 4 valeurs se situant dans les 6 premiers rangs ont aussi une influence positive sur les perceptions; 2 des valeurs qui ont une influence négative se situent dans les 3 derniers rangs;
 - Les éléments défavorables : une seule valeur qui a une influence positive se situe dans les derniers rangs (la servabilité);
 - Les éléments plus ou moins favorables : une valeur qui a une influence négative se situe tout de même au septième rang et une valeur qui a une influence positive n'occupe que le neuvième rang.

- L'intérêt pour une langue étrangère, l'encouragement de la famille et des amis et une faible anxiété amènent plus d'usage.

- L'attitude positive devant l'apprentissage de la langue seconde, devant les canadiens-français et l'intérêt pour une langue étrangère vont de pair avec la perception positive du support.

- La motivation intégrative, l'attitude positive envers

l'apprentissage, envers les canadiens-français, l'intérêt pour une langue étrangère et l'encouragement amènent

une perception plus positive de l'application du bilinguisme.

Ces variables ont aussi quelques relations avec les groupes 1 et 5; ainsi l'attitude positive envers les canadiens-français serait reliée à une grande adhérence au groupe de travail et la motivation intégrative et l'intérêt pour une langue étrangère amèneraient des attentes plus élevées vis-à-vis de l'apprentissage. Il n'est pas surprenant que les attitudes présentent autant de relations avec les perceptions. Premièrement, nous avons mesurer les attitudes qui sont liées directement à l'apprentissage d'une langue seconde; deuxièmement, si on les situe à l'intérieur de la personne, on peut dire qu'elles sont plus près des perceptions et de l'action que les autres variables individuelles mesurées qui sont plus stables et plus fondamentales. Il faut aussi tenir compte de l'influence des conditions du milieu organisationnel sur les attitudes; bien que celles-ci ne se modifient pas facilement, il est possible qu'elles soient en partie déterminées par le milieu actuel.

4.4.3 Quelle image du fonctionnaire qui s'apprête à entreprendre le PFL, découle de l'interaction de toutes ces variables?

Les résultats qui découlent des perceptions des fonctionnaires des conditions de leur milieu organisationnel conduisaient aux conclusions

et des attentes plus élevées vis-à-vis de l'apprentissage; le trait:
esprit de recherche amènerait moins de résistance à quitter le groupe
et une perception positive du support reçu.

d) Les valeurs

Ces variables sont en relation avec tous les groupes. Elles
ont plus de liens avec les groupes 2 et 3.

La valorisation de:

- l'autonomie et du courage serait en relation avec un
plus grand usage;

- la servabilité, avec une perception plus positive du
support;

- l'initiative, avec une perception plus négative du
support;

- la responsabilité et de la maîtrise de soi, avec une
plus grande acceptation de l'utilité de la langue
seconde et des exigences linguistiques;

- la compétence, avec des attentes plus positives vis-à-
vis de l'"apprentissage";

- la propreté (l'ordre), de la politesse et de l'affection,
avec un moins grand usage et une perception plus
négative du support.

e) Les attitudes et la motivation

Ces variables ont des intercorrélations avec toutes les
composantes. Elles ont surtout des liens avec les groupes 2, 3 et 4.

Si nous examinons le contenu des corrélations, nous pouvons observer le jeu d'interaction entre les différentes variables.

a) Les caractéristiques socio-biographiques

Ces variables présentent des liens rares et isolés avec les composantes organisationnelles. Ainsi, deux variables sont reliées au groupe 1: il semble qu'un niveau de salaire élevé va de pair avec l'adhérence au groupe de travail et que le fonctionnaire qui a un niveau d'éducation élevé résisterait moins à quitter son groupe. Deux autres variables sont reliées au groupe 3: les fonctionnaires jeunes ou les femmes auraient tendance à percevoir plus de renforcement et d'insistance de la part des francophones. Ces intercorrélations étant peu nombreuses et ne présentant aucun "pattern", il est difficile d'en tirer des conclusions.

b) Les aptitudes linguistiques

Ces variables ont des liens surtout avec le groupe 4 et présentent quelques relations avec les groupes 2, 3 et 5. Des aptitudes élevées correspondraient à un plus grand usage au travail et en dehors, à une meilleure acceptation des exigences linguistiques, à la perception de plus de support à l'usage et à plus de critiques vis-à-vis du Bureau des Langues.

c) Les traits de personnalité

Ces variables sont en relation avec presque tous les groupes de composantes. Cependant, comme ces variables sont souvent différentes d'une relation à l'autre, il est difficile de les rassembler. Si nous tentons de résumer les intercorrélations qui se répètent, nous obtenons les données suivantes: le trait: conscienctieux serait relié à l'usage, à la perception de plus d'insistance de la part des francophones et à une perception positive du Bureau des Langues; le trait: sensible serait en intercorrélation avec l'usage; le caractère décidé, confiant, stable émotivement trait de pair avec la perception de plus de support

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
13. ABSENCE DE SOLICITATION DE LA PART DES INTERLOCUTEURS

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple (corrélation)	r simple (corrélation)
1. Serviable	.09	.09	.30	.30
2. Attitudes autre gr. ling.	.04	.13	.37	.22
3. Sexe	.02	.16	.40	-.23
4. Ind. de confiance - consc.	.01	.17	.42	-.20
5. Indulgent	.01	.19	.44	.21

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
12. PERCEPTIONS DES EXIGENCES LINGUISTIQUES DES POSTES
chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple (corrélation)	r simple (corrélation)
1. Intérêt langue étrangère	.15	.15	.38	-.38
2. Maître de soi	.03	.18	.42	.22
3. Confiant - suspçonneux	.02	.21	.47	-.17
4. Paired associates	.01	.22	.47	-.15
5. Attitudes apprentis L2	.01	.23	.48	-.31

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
11. OCCASIONS DE CONTACT AVEC LA L2 AU TRAVAIL
chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Imaginatif	.07	.07	.26	-.26
2. Logique	.08	.15	.39	.24
3. Serviable	.04	.19	.44	.21
4. Attitudes apprentis. L2	.03	.23	.48	-.16
5. Détendu - tendu	.01	.24	.49	-.13

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
10. PERCEPTIONS DU BUREAU DES LANGUES

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple (corrélation)	r simple (corrélation)
1. Attitudes autres gr. ling.	.05	.05	.24	.24
2. Words in sentences	.05	.11	.33	-.23
3. Gal	.04	.16	.40	-.19
4. Ind. de confiance - consc.	.02	.19	.43	.14
5. Spelling clues	.02	.21	.46	-.17

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
9. ATTENTES VIS-A-VIS L'APPRENTISSAGE DE LA L2

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Intérêt langue étrangère	.05	.05	.23	.23
2. Capable	.05	.11	.33	-.23
3. Emotif - stable	.04	.15	.39	.20
4. Phonetic script	.04	.20	.45	.22
5. Motivation inté- grative	.01	.22	.47	.19

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante

8. USAGE DE LA L2 HORS TRAVAIL

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Anxiété usage L2	.10	.10	.31	-.31
2. Indépendant	.05	.15	.39	-.23
3. Emotif et -	.06	.21	.46	-.22
4. Compréhension auditive	.04	.26	.51	.27
5. Support famille-amis	.03	.30	.55	.22
6. Propre	.01	.32	.57	.18
7. Courageux	.01	.33	.58	-.21

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
7. RESISTANCE A QUITTER LE GROUPE DE TRAVAIL

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Niveau d'éduca- tion	.03	.03	.17	-.17
2. Motivation intégrative	.01	.04	.21	-.12
3. Conform. - chercheur	.01	.05	.24	-.15

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
6. ABSENCE DE SUPPORT DU GROUPE DE TRAVAIL

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Imaginatif	.09	.09	.31	-.31
2. Conform. - chercheur	.09	.19	.43	-.15
3. Intérêt langue étrangère	.04	.23	.48	-.29
4. Confiant - susponeux	.02	.26	.51	.14
5. Aïmant	.02	.28	.53	-.19

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLEAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
5. USAGE DE LA L2 AVANT LES PFL

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R (corrélation) multiple	r (corrélation) simple
1. Indépendant	.08	.08	.29	-.29
2. Intérêt langue étrangère	.05	.14	.38	.27
3. Ind. de confiance - consc.	.02	.16	.41	.12
4. Words in sentences	.02	.19	.44	.20
5. Aimant	.02	.21	.46	.29
6. Emotif + et -	.02	.24	.49	-.12
7. Support famille-amis	.01	.25	.50	.18

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
4. ABSENCE DE RENFORCEMENT POUR LA L2

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple (corrélation)	r simple (corrélation)
1. Serviable	.05	.05	.23	.23
2. Attitudes appren- tis. L2	.04	.10	.31	-.22
3. Emotif - et -	.04	.14	.38	-.16
4. Polt	.03	.18	.43	-.17
5. Age	.04	.23	.48	-.20
6. Imaginatif	.02	.25	.50	-.18

N.B. N'ont été retenues que les variables
significatives contribuant à 1% (.01) et
plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante
3. ABSENCE DE SUPPORT DES AUTORITÉS

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple	r simple
1. Serviable	.05	.05	.23	.23
2. Intérêt langue étrangère	.04	.10	.32	-.21
3. Honnête	.03	.13	.37	.23
4. Words in sentences	.01	.15	.38	-.14
5. Imaginatif	.03	.18	.42	-.20

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

TABLÉAU 4.4-5- (suite)

Variables les plus importantes* dans l'explication de la composante

2. UTILITE DE LA L2 POUR L'ORGANISATION

Chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple (corrélation)	r simple (corrélation)
1. Motivation intrinsèque	.11	.11	.34	.34
2. Responsable	.07	.19	.43	-.25
3. Intérêt langue étrangère	.01	.21	.45	.34
4. Intellectuel	.01	.22	.47	.18
5. Maître de soi	.02	.24	.49	-.24
6. Support famille-amis	.01	.26	.51	.31
7. Attitudes apprentis-L2	.01	.28	.52	.25

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

TABLÉAU 4.4-5-

Variables les plus importantes* dans l'explication de la composante
1. ADHÉRENCE AU GROUPE DE TRAVAIL

chez les fonctionnaires de l'échantillon AVANT anglophone

Variable retenue	% de la variance expliquée	% cumulé de cette variance	R multiple	r simple
1. Indulgent	.06	.06	.25	.25
2. Catégorie de salaire	.04	.11	.33	.25
3. Attitudes autre gr. ling.	.03	.14	.38	.19
4. Desinv. - maître de sol	.01	.16	.40	.12

N.B. N'ont été retenues que les variables significatives contribuant à 1% (.01) et plus de la variance.

* Résultats de la régression multiple par étapes (voir le "Manual SPSS" pour la description détaillée de cette technique et de la programmation suivie.

Les facteurs psychologiques et psycho-sociaux semblent expliquer davantage l'usage de la langue seconde au travail et l'usage en dehors. Par ailleurs ces mêmes facteurs ont moins de lien avec les variables concernant le groupe de travail qui ne portent pas directement sur le bilinguisme. Les autres composantes sont à peu près également expliquées.

4.4.2.4 Avec quels facteurs psychologiques ou psycho-sociaux, les groupes de composantes sont-ils le plus reliés?

Les tableaux 4.4-5- présentent les résultats des équations de régressions multiples pour chaque composante organisationnelle.

Groupe	Proportion de la variance
1	.13
2	.33
3	.24
4	.25
5	.29

Proportion de la variance expliquée pour chaque groupe de composantes.

TABLÉAU 4.4-4-

Il y a, de plus, plusieurs relations entre, d'une part la composante: usage de la langue seconde au travail et d'autre part, plusieurs composantes des groupes 3, 4 et 5. Le tableau 4.4-4- indique la proportion de la variance expliquée, en moyenne, pour chaque groupe de composantes.

- Les attentes vis-à-vis des résultats de l'apprentissage.

Groupe 5: la composante qui concerne l'apprentissage:

- Le désaccord entre les exigences linguistiques et la tâche.
 - Le Bureau des langues;
 - l'utilité de la langue seconde;
- Groupe 4: Les composantes qui concernent l'application du bilinguisme:

- l'absence d'insistance de la part des francophones.
- Les contacts avec la langue seconde au travail;
- l'absence de support normatif;
- l'absence de renforcement;

sont plus importantes. On peut aussi regarder quelle proportion de la variance est expliquée par chaque variable, en moyenne. Les pourcentages sont les mêmes sauf que:

- les valeurs;

- les attitudes;

expliquent un peu plus de variance. Toutes ces données semblent indiquer que les valeurs et les attitudes apportent davantage dans l'explication des perceptions du milieu organisationnel que les autres variables.

4.4.2.3 Quelles composantes du milieu organisationnel sont les plus expliquées?

A partir des intercorrélations (significatives à .01) des composantes entre elles, on peut classer ces dernières en 5 groupes:

Groupe 1: Les composantes qui concernent le groupe de travail:

- l'adhérence au groupe;

- la résistance à quitter le groupe.

Groupe 2: Les composantes qui concernent l'usage de la langue seconde:

- l'usage au travail;

- l'usage en dehors du travail.

Groupe 3: Les composantes qui concernent le support ou le renforcement lié à l'usage:

- l'absence de support venant de l'autorité;

TABLÉAU 4.4-3-

Synthèse des relations importantes

Variables	Prop. du N.	Prop. de rel. importantes	Prop. moyenne de la var. expl.
- caract. socio-biographiques	100.0%	5.8%	3%
- apt. et conn. linguistiques	71.4%	10.1%	3%
- traits de personnalité	35.0%	18.8%	3%
- valeurs	83.3%	36.2%	4%
- attitudes et motivation	85.7%	29.0%	4%

Si on regarde le nombre proportionnel de variables différentes qui expliquent plus de 1% de la variance,

- Les caractéristiques socio-biographiques;

- Les attitudes et la motivation;

- Les valeurs;

semblent plus importantes. Par ailleurs, comme chacune des variables peut être en relation avec plus d'une composante, il faut examiner la proportion du nombre de relations importantes due à chaque type de variables. Il semble que:

- Les valeurs;

- Les attitudes;

Bien que quelques variables indépendantes et intermédiaires ont pu être négligées au niveau de la cuillette, on peut conclure que les perceptions du milieu organisationnel ne dépendent pas surtout de ces variables. Ceci signifie qu'un fonctionnaire perçoit une condition liée au bilinguisme d'une certaine façon, en partie à cause de ce qu'il est comme personne mais surtout à cause des caractéristiques mêmes de la condition.

4.4.2.2 Quel type de variables psychologiques ou psycho-sociales est prépondérant?

Bien que le rôle des variables individuelles est restreint, on ne peut négliger d'analyser ses différentes facettes. Afin d'effectuer cette analyse, nous n'avons retenu que les variables qui expliquent 1% et plus de la variance. Le tableau 4.4-2- de la page suivante présente la proportion de la variance spécifique de chacune de ces variables.

A partir du tableau précédant, nous pouvons déterminer, pour chaque type de variables, quelle proportion du nombre total de variables apparaît dans les corrélations importantes, l'apport de chaque type de variables à l'ensemble des relations et la proportion moyenne de la variance expliquée. Le tableau 4.4-3- résume ces données.

TABLEAU 4.4-2- (suite)

Variables qui ressortent dans l'explication des 13 composantes du MILIEU ORGANISATIONNEL

	Composantes du MILIEU ORGANISATIONNEL et % de la variance												
	1	2	3	4	5	6	7	8	9	10	11	12	13
· <u>Traits psychologiques (suite):</u>													
· <u>valeurs:</u>													
· capable									.05				
· gai										.04			
· propre										.01			
· courageux										.01			
· indulgent													
· serviable													
· honnête													
· imaginatif				.03	.02		.01				.09		
· indépendant					.08		.05						
· intellectuel		.01											
· logique													
· aimant					.02	.02					.08		
· poli				.03									
· responsable					.07								
· maître de soi					.02							.03	
· <u>Attitudes et motivations:</u>													
· motivation intégrative		.11					.01		.01				
· attitude vis-à-vis de l'appren- tissage de la L2		.01		.04							.03	.01	
· attitude vis-à-vis des can. fr.	.03												.04
· intérêt pour une langue étrangère		.01			.05	.04			.05			.15	
· encouragement famille et amis		.01			.01				.03				
· anxiété liée à l'usage de la L2										.10			

TABLEAU 4.4-2-

Variables qui ressortent¹ dans l'explication des 13 composantes du MILIEU ORGANISATIONNEL

Variables psychologiques et psycho-sociales	Composantes du MILIEU ORGANISATIONNEL et % de la variance												
	1	2	3	4	5	6	7	8	9	10	11	12	13
<ul style="list-style-type: none"> Caractéristiques socio-biographiques: <ul style="list-style-type: none"> âge sexe niveau d'éducation niveau de salaire Traits psychologiques: <ul style="list-style-type: none"> apt. et con. linguistiques: <ul style="list-style-type: none"> "Placement test: compréhension auditive" M.L.A.T.: "phonetic script" M.L.A.T.: "spelling clues" M.L.A.T.: "words in sentences" M.L.A.T.: "paired associates" personnalité: <ul style="list-style-type: none"> émotif — stabilité émotive indigne de confiance — consciencieux confiant — soupçonneux conformiste — chercheur désinvolte — maître de lui détendu — tendu niveau d'émotivité 													
				.04			.03						.02
	.04												
			.01		.02			.04		.02		.05	
									.04				.01
				.02						.02			.01
					.02						.02		
						.01							
	.01												
				.04	.02			.06				.01	

¹ Seulement les variables qui expliquent 1% et plus de la variance, sont présentées ici. Les données détaillées se trouvent dans l'Appendice 3.1.4.

4.4.2.1 Quelle proportion de la variance est expliquée?

Les variables individuelles mesurées expliquent en moyenne 24% de la variance des perceptions du milieu organisationnel. Le tableau 4.4-1- présente la proportion de la variance expliquée pour chaque composante.

TABLÉAU 4.4-1-

Proportion de la variance expliquée

Composantes	% de la variance
- adhé. gr. tr.	.17
- utilité L2 organ.	.29
- absence support. aut.	.18
- absence renforc. L2	.27
- usage L2 avant PFL	.29
- absence supp. gp. trav.	.30
- résis. à quitter gp.	.06
- usage L2 hors trav.	.37
- attentes pour apprent.	.29
- Bureau des langues	.23
- contact L2 au trav.	.27
- exigences linguist.	.24
- abs. soll. interl.	.21

Ces proportions sont à peu près toutes du même ordre sauf pour:

- la résistance à quitter le groupe de travail qui est moins bien expliquée;
- l'usage de la langue seconde en dehors qui est mieux expliqué.

l'analyse de l'importance relative de ces variables dans l'explication des composantes organisationnelles. Pour mieux comprendre le but de cette étape, rappelons l'objectif de l'étude AVANT. Il s'agit de connaître quels éléments conditionnent favorablement ou défavorablement le fonctionnaire à son entrée dans le PFL. Nous avons formulé l'hypothèse que les perceptions des conditions du milieu organisationnel, liées au bilinguisme, avaient une influence prépondérante sur la façon dont le fonctionnaire envisage l'apprentissage et l'utilisation de la langue seconde. Dans la section 4.1 nous avons présenté les perceptions des fonctionnaires; celles-ci ont permis de faire ressortir les éléments favorables et défavorables. Il s'agit maintenant de vérifier jusqu'à quel point ces perceptions peuvent être expliquées par des variables individuelles: caractéristiques socio-biographiques, traits psychologiques et attitudes. Lorsque nous parlons d'expliquer la variance nous ne prétendons pas qu'il existe une relation de cause à effet entre les caractéristiques individuelles et les perceptions mais plutôt, que ces deux pôles varient ensemble; par exemple, lorsqu'une personne a une attitude positive envers l'apprentissage de la langue seconde, elle a aussi une perception positive de l'utilité de cette langue pour la vie de l'organisation et vice versa.

Les perceptions du milieu organisationnel portent sur 13 composantes: 8 provenant de l'analyse factorielle et 5 basées sur des critères théoriques ou logiques. Ces composantes sont différentes facettes d'une même réalité. Lorsque nous les analysons individuellement, ce n'est que pour mieux observer le milieu organisationnel sous différents angles et mieux cerner l'ensemble des conditions qui ont un lien avec l'application du bilinguisme. Les mesures du milieu ne portaient que sur la zone qui concerne le bilinguisme.

- absence de renforcement 7

- usage de la langue seconde au travail 10

- absence de support normatif 8

- résistance à quitter le groupe de travail 1

- usage de la langue seconde en dehors 16

- attentes vis-à-vis de l'apprentissage 16

- perceptions du Bureau des Langues 10

- pourcentage des collègues anglophones 5

- désaccord entre exigences linguistiques et tâche 7

- absence de support des francophones 6

Le nombre de corrélations est plus élevé au sujet de l'usage

de la langue seconde au travail et en dehors, des attentes vis-à-vis

de l'apprentissage et des perceptions du Bureau des Langues. Par

ailleurs, les coefficients de corrélation sont plus élevés au sujet

des perceptions sur l'utilité de la langue seconde pour la vie de

l'organisation et sur le désaccord entre les exigences linguistiques

et la tâche. Les deux composantes au sujet desquelles les relations

sont à la fois nombreuses et relativement élevées sont: l'usage de

la langue seconde au travail et en dehors du milieu de travail.

4.4.2 Quels facteurs sont les plus importants?

Nous avons vu dans la section précédente quels facteurs

étaient significativement reliés aux composantes du milieu organisat-

tionnel. La technique de la régression multiple ⁴⁸ permettra maintenant

⁴⁸ Pour l'explication de cette technique, voir le "Manual SPSS".

c) Quel type de variables individuelles ont le plus souvent des corrélations significatives?

Sur les 102 corrélations significatives à .01,

- 43.1% impliquent les facteurs d'attitudes et de motivation;
- 14.7% impliquent les caractéristiques socio-biographiques;
- 14.7% impliquent les aptitudes linguistiques;
- 14.7% impliquent les traits de personnalité;
- 12.7% impliquent les variables liées aux valeurs.

Il faut interpréter ces pourcentages seulement comme des tendances; ainsi, les attitudes et la motivation semblent plus souvent reliées aux composantes organisationnelles. On ne peut leur accorder une valeur absolue puisque le nombre de variables est inégal d'un domaine à l'autre et surtout parce que certaines variables sont très reliées entre elles; ainsi, les facteurs d'attitudes et de motivation sont presque tous en corrélation significative les uns avec les autres de sorte qu'il est rare qu'un facteur apparaisse seul en liaison avec une composante organisationnelle.

d) Quelles composantes du milieu organisationnel ont le plus de corrélations significatives avec les variables individuelles?

Voici la liste des composantes et le nombre de corrélations significatives à .01:

- adhérence au groupe de travail 5
- utilité de la langue seconde 8
- absence de support de l'autorité 3

a) Combien de facteurs ou variables ont des relations significatives avec les composantes du milieu organisationnel?

58 variables individuelles ont été mises en relation avec les 13 composantes organisationnelles. 39 de ces variables sont en corrélation significative à .01, c'est-à-dire: 67.2% de ces variables. Le nombre de corrélations significatives à .05 est de 102⁴⁷.

b) Quelle est la force des coefficients de corrélation?

Si nous divisons les corrélations en trois groupes, nous obtenons les données suivantes:

- corrélations de .17 à .19: 22.5%

- corrélations de .20 à .29: 62.7%

- corrélations de .30 et plus: 14.7%

Les coefficients de corrélation ne sont pas très élevés.

A ce stade, il est difficile de dire si cela signifie que, dans l'ensemble, les variables individuelles mesurées n'ont pas beaucoup de relations avec les composantes organisationnelles. On peut cependant conclure que peu de variables "expliquent" isolément les variations de perceptions. Celles-ci sont probablement liées à une constellation de variables en interaction les unes avec les autres. La prochaine étape nous révélera ces relations multiples.

⁴⁷ Veuillez consulter les tableaux précédents, pour les corrélations significatives à .05.

TABLEAU 4.4-1-(suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
1^{re} ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL				Variables indépendantes (attitudes et motivations)			
				INTERET	SUPPORT	FAM. AMI	ANXIETE
				LANG. ETRAN.			USAGE L2
1.	Adhér. gr. trav.	.13	*	.03			-.10
2.	Utilité L ₂ organ.	.38	**	.35	**		-.00
3.	Absence support aut.	-.24	**	-.04			-.09
4.	Absence renforc. L ₂	-.22	**	-.19	**		.09
5.	Usage L ₂ avant PFL	.31	**	.21	**		-.16*
6.	Abs. supp. gp. trav.	-.34	**	-.14	*		.01
7.	Résist. à quitter gp.	-.09		-.06			.07
8.	Usage L ₂ hors trav.	.29	**	.25	**		-.38**
9.	Attentes pour apprent.	.26	**	.19	**		-.19**
10.	Bureau des Langues	.12		.19	**		-.08
11.	Contact L ₂ au trav.	-.23	**	-.13	*		-.00
12.	Exigences linguist.	-.45	**	-.22	**		.07
13.	Abs. Soli. Interl.	.11		.03			-.02

Indice de corrélation significatif à .05, ** à .01.

¹ Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
1^{re} ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL	Variables indépendantes (attitudes et motivations)			
	MOTIVATION INTEGRATIVE	MOTIVATION INSTRUMENT.	ATTITUDES APPREN. L2	ATTITUDES AUTRE GR.
1. Adhér. gr. trav.	.08	.03	.05	.22**
2. Utilité L ₂ organ.	.39**	.29**	.29**	.23**
3. Absence support aut.	-.12	.04	-.11	-.10
4. Absence renforç. L ₂	-.12	-.06	-.27**	-.18**
5. Usage L ₂ avant PFL	.29**	.10	.21**	.10
6. Abs. supp. gp. trav.	-.25**	-.14*	-.20**	-.28**
7. Résist. à quitter gp.	-.15*	-.04	-.08	-.01
8. Usage L ₂ hors trav.	.20**	-.06	.20**	.21**
9. Attentes pour apprent.	.22**	.10	.19**	.22**
10. Bureau des Langues	.24**	.14*	.26**	.27**
11. Contact L ₂ au trav.	-.10	-.03	-.20**	-.04
12. Exigences linguist.	-.33**	-.13*	-.38**	-.25**
13. Abs. Soli. Interl.	.12	-.06	-.00	.25**

Indice de corrélation significatif à .05, ** à .01.

1. Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1- (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL		Variables indépendantes (valeurs ROKEACH)				
		LOGIQUE	AIMANT	OBEIS- SANT	POLI	RESPON- SABLE
						MAITRE DE SOI
1.	Adhér. gr. trav.	-.16	.19*	.01	.10	-.05
2.	Utilité L ₂ organ.	-.08	.10	.14	-.03	-.26**
3.	Absence support aut.	-.06	.02	.07	.01	.07
4.	Absence renforc. L ₂	-.04	.01	.02	-.19*	.03
5.	Usage L ₂ avant PFL	.03	.30**	.15	.02	-.09
6.	Abs. supp. gp. trav.	.05	-.19*	-.00	-.01	.16
7.	Résist. à quitter gp.	-.03	.07	-.00	.05	.05
8.	Usage L ₂ hors trav.	.07	.14	.16	.08	-.08
9.	Attentes pour apprent.	-.17	.23*	.22*	.11	-.11
10.	Bureau des Langues	.06	-.04	.06	-.09	-.03
11.	Contact L ₂ au trav.	.25**	-.14	-.05	.13	.10
12.	Exigences linguist.	-.02	-.16	-.07	.03	-.02
13.	Abs. Soli. Interl.	-.19*	.12	.07	.03	-.08
						-.00

Indice de corrélation significatif à .05, ** à .01.

¹ Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1 - (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL	Variables indépendantes (valeurs ROKACH)					
	INDULGENT.	SERVIALE	HONNETTE	IMAGI-	INDE-	INTEL-
				NATIF	PENDANT	LECTUEL
1. Adhér. gr. trav.	.27**	-.04	-.16	.07	-.00	.12
2. Utilité L ₂ organ.	.02	.02	-.07	.21*	.02	.19*
3. Absence support aut.	.08	.25**	.24**	-.21*	.04	-.20*
4. Absence renforc. L ₂	.12	.24**	.05	-.18*	-.13	-.04
5. Usage L ₂ avant PFL	.04	-.05	-.13	.09	-.31**	.05
6. Abs. supp. gp. trav.	.07	.17	.14	-.32**	.04	-.14
7. Résist. à quitter gp.	.01	-.05	-.18	.14	.17	.01
8. Usage L ₂ hors trav.	.03	-.03	-.13	-.06	-.24**	-.05
9. Attentes pour apprent.	.17	.06	.02	-.09	-.16	-.02
10. Bureau des langues	-.14	-.17	-.06	.05	.08	.20*
11. Contact L ₂ au trav.	.06	.22*	.04	-.26**	.02	-.20*
12. Exigences linguist.	.09	.14	.03	-.15	.07	-.11
13. Abs. Sol1. Inter1.	.22*	.31**	.14	-.07	-.13	-.05

Indice de corrélation significatif à .05, ** à .01.

Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1 - (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL	Variables indépendantes (valeurs ROKEACH)					
	AMBITION	LARGE	CAPABLE	GAI	PROPRE	COURAGEUX
1. Adhér. gr. trav.	-.09	-.05	-.03	.00	-.15	-.04
2. Utilité L ₂ organ.	.05	-.03	-.06	.00	-.11	.02
3. Absence support aut.	-.19*	.10	-.06	.02	-.05	-.06
4. Absence renforc. L ₂	.10	-.07	-.01	-.05	.01	.08
5. Usage L ₂ avant PFL	-.09	-.03	-.01	.08	.15	-.15
6. Abs. supp. gp. trav.	-.08	.14	-.00	-.14	.15	-.05
7. Résist. à quitter gp.	.06	-.09	.06	-.05	-.11	-.17
8. Usage L ₂ hors trav.	.07	-.07	-.00	.12	.19*	-.23*
9. Attentes pour apprent.	.07	-.05	-.23*	-.05	.13	-.02
10. Bureau des Langues	.09	.05	.06	-.20*	-.05	.03
11. Contact L ₂ au trav.	-.16	.11	-.02	-.02	.00	-.06
12. Exigences linguist.	.02	.06	-.00	-.03	-.05	-.01
13. Abs. Solil. Interl.	-.05	.03	-.08	-.00	-.11	-.02

Indice de corrélation significatif à .05, ** à .01.

¹Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1 - (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL		Variables indépendantes (personnalité 16 PF)			
		DETENDU	ANXIETE +	INTROV.	EMOTIF + DEPENDANT
		TENDU	ANXIETE -	EXTROV.	EMOTIF - INDEPENDANT
1.	Adhér. gr. trav.	-.16*	.07	-.14*	-.00
2.	Utilité L ₂ organ.	.04	.04	.08	.01
3.	Absence support aut.	-.04	.11	-.01	.06
4.	Absence renforc. L ₂	.01	-.12	.02	-.18**
5.	Usage L ₂ avant PFL	.05	.03	.08	-.14*
6.	Abs. supp. gp. trav.	.08	.13*	.10	.09
7.	Résist. à quitter gp.	-.00	-.09	.00	.07
8.	Usage L ₂ hors trav.	-.08	.09	-.10	-.25**
9.	Attentes pour apprent.	-.17*	.06	-.14*	.08
10.	Bureau des Langues	-.01	.02	-.04	-.04
11.	Contact L ₂ au trav.	-.14*	.05	-.15*	.00
12.	Exigences linguist.	-.05	.01	-.15*	-.00
13.	Abs, Sol1. Inter1.	.03	.05	.03	.02
					.17*

Indice de corrélation significatif à .05, ** à .01.

Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4.-1 (suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL	Variables indépendantes (personnalité 16 PF)				
	DIRECT PLACIDE	CONFORM. CHERCHEUR	SOCIAL DESINVOL.	PERSPIC. CRAINTIF	INDEPEND. MAI. DE SOI
1. Adhér. gr. trav.	-.10	-.11	.10	-.03	.13*
2. Utilité L ₂ organ.	.08	.03	.09	-.08	-.05
3. Absence support aut.	-.06	-.00	-.12	.02	-.11
4. Absence renforc. L ₂	-.07	-.07	.04	.03	-.04
5. Usage L ₂ avant PFL	.02	.03	.15*	-.03	.00
6. Abs. supp. gp. trav.	.07	.10	-.16*	.06	-.08
7. Résist. à quitter gp.	.05	.01	-.17*	.03	.08
8. Usage L ₂ hors trav.	-.20**	-.11	.22**	-.06	-.01
9. Attentes pour apprent.	-.07	-.11	.19**	.03	-.03
10. Bureau des Langues	.10	-.02	-.11	.00	.05
11. Contact L ₂ au trav.	-.11	-.07	.02	.06	.00
12. Exigences linguist.	-.05	-.08	-.06	.07	.07
13. Abs. Soli. Interl.	.00	-.06	.10	.08	-.12

Indice de corrélation significatif à .05, ** à .01.

¹ Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1-(suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
1'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Variables indépendantes (personnalité 16 PF)	Composantes du MILIEU ORGANISATIONNEL			
	IND.CONT.	TIMIDE	INFLEXIB.	CONFIANT
	CONSCIENC.	AVENTUR.	POUX	SOUPEON.
				PRATIQUE
				IMAGINAT.

1. Adhér. gr. trav.	.06	.06	-.05	-.10	.07
2. Utilité L ₂ organ.	.05	.01	-.01	.05	-.03
3. Absence support aut.	-.06	.09	-.03	.07	-.10
4. Absence renforc. L ₂	-.01	-.10	.13*	.03	.06
5. Usage L ₂ avant PFL	.13*	-.02	.21**	.16*	-.02
6. Abs. supp. gp. trav.	-.08	.12	-.04	.18**	-.11
7. Résist. à quitter gp.	.11	.00	-.14*	-.06	-.00
8. Usage L ₂ hors trav.	-.01	.06	.22**	.04	.21**
9. Attentes pour apprent.	-.08	.00	.07	-.00	-.00
10. Bureau des Langues	.16*	.02	.01	-.00	-.05
11. Contact L ₂ au trav.	-.06	.07	-.05	-.05	-.03
12. Exigences linguist.	-.08	.11	-.04	-.22**	.06
13. Abs. Sol1. Interl.	-.22**	.05	.02	-.02	-.03

Indice de corrélation significatif à .05, ** à .01.

Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1-(suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL		Variables indépendantes (personnalité 16 PF)							
		RESERVE	INTEL.SUP.	EMOTIF	HUMBLE	PREMP.	SOBRE		
		OUVERT	INTEL.INF.	STABIE			INSOUC.		
1.	Adhér. gr. trav.	.11	-.03	.09	.13*			.00	
2.	Utilité L ₂ organ.	.05	.06	-.04	.00			.07	
3.	Absence support aut.	-.02	-.11	-.04	.04			.08	
4.	Absence renforc. L ₂	-.03	-.06	-.13*	-.02			-.12	
5.	Usage L ₂ avant PFL	.06	.04	.01	.08			.02	
6.	Abs. supp. gp. trav.	-.04	.09	-.09	.02			.12	
7.	Résist. à quitter gp.	-.05	-.04	-.01	-.02			-.13*	
8.	Usage L ₂ hors trav.	.07	.10	.14*	.01			.00	
9.	Attentes pour apprent.	-.04	.06	.22**	.09			.13*	
10.	Bureau des Langues	.14*	-.24**	.06	-.01			-.02	
11.	Contact L ₂ au trav.	.02	-.06	.03	.00			.01	
12.	Exigences linguist.	.01	-.04	.03	-.00			-.00	
13.	Abs. Soli. Interl.	-.04	.08	-.10	.18**			.01	

Indice de corrélation significatif à .05, ** à .01.

¹Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1-(suite)

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
 l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL		Variables indépendantes (apt. et conn. linguistiques)						
		COMPRE. COMPRE.	NUMBER	PHONET.	SPELL	WORDS	PAIRED	AUDIT.
		ECRITTE	LEARNING	SCRIPT	CLUES	SENTEN.	ASSOC.	
1. Adhér. gr. trav.	.05	.20**	.06	.03	.09	.06	.10	
2. Utilité L ₂ organ.	-.09	.01	.03	-.04	-.03	-.01	-.01	
3. Absence support aut.	.11	-.02	-.16*	-.01	.06	-.14*	-.08	
4. Absence renforç. L ₂	.05	.03	-.10	.01	.00	-.09	-.09	
5. Usage L ₂ avant PFL	.10	.15*	.09	.05	.10	.21**	.20**	
6. Abs. supp. gp. trav.	.08	-.10	.00	.04	.11	-.00	.07	
7. Résist. à quitter gp.	-.12	-.04	-.05	-.06	-.13*	-.10	.01	
8. Usage L ₂ hors trav.	.41**	.30**	.12	.17**	.13*	.14*	.17**	
9. Attentes pour apprent.	.27**	.22**	.09	.19**	.19**	.16*	.10	
10. Bureau des langues	-.05	-.22**	-.03	-.13*	-.19**	-.24**	-.12	
11. Contact L ₂ au trav.	.09	.08	-.07	.06	.11	.00	-.02	
12. Exigences linguist.	.01	-.03	-.18**	-.17**	.00	-.09	-.17**	
13. Abs. Soli. Interl.	.06	.08	.01	.01	.00	-.01	-.06	

Indice de corrélation significatif à .05, ** à .01.

Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

TABLEAU 4.4-1-

Intercorrélations des VARIABLES INDEPENDANTES avec les VARIABLES CRITERES pour
l'ETUDE AVANT (fonctionnaires anglophones)

VARIABLES CRITERES: COMPOSANTES DU MILIEU ORGANISATIONNEL

Composantes du MILIEU ORGANISATIONNEL		Variables indépendantes (socio-biographiques)				
		AGE	SEXE	CATEG. PROFES.	STATUT PROFES.	NIVEAU EDUCAT. CATEG. SALAIRE
1.	Adhér. gr. trav.	-.16*	-.22**	-.01	-.04	-.05
2.	Utilité L ₂ organ.	.00	-.09	.13*	.03	-.17*
3.	Absence support aut.	-.07	-.08	-.05	-.01	.04
4.	Absence renforc. L ₂	-.22**	-.13*	-.08	-.01	.07
5.	Usage L ₂ avant PFL	.07	.14*	-.00	.02	.18**
6.	Abs. supp. gp. trav.	.00	-.05	-.17*	.02	.20**
7.	Résist. à quitter gp.	-.04	-.02	.14*	-.01	-.20**
8.	Usage L ₂ hors trav.	-.10	-.01	-.14*	.05	.19**
9.	Attentes pour apprent.	-.02	-.15*	-.19**	-.00	.17*
10.	Bureau des Langues	-.08	.04	.22**	-.03	-.20**
11.	Contact L ₂ au trav.	-.19**	-.15*	-.10	-.00	.15*
12.	Exigences linguist.	-.12	-.15*	-.11	.06	.07
13.	Abs. Soil. Interl.	-.13*	-.26**	-.04	.07	-.04
						.18**

Indice de corrélation significatif à .05, ** à .01.

¹Voir la section 3.1 du chapitre de méthodologie pour le titre au complet et la définition de chacune de ces composantes.

4.4 QUELS FACTEURS PSYCHOLOGIQUES OU PSYCHO-SOCIAUX SONT LES PLUS

RELIES AUX PERCEPTIONS QU'ONT LES FONCTIONNAIRES DE LEUR MILIEU

ORGANISATIONNEL AVANT LES PFL?

Dans un premier temps, nous présentons la matrice d'inter-correlations; celle-ci nous fournit la liste des variables ou facteurs qui sont significativement en relation avec les composantes du milieu organisationnel. Cette opération statistique n'est qu'une étape intermédiaire qui nous permet de choisir les variables qui devront faire partie des équations de régressions multiples. Cette deuxième étape, présentée dans la section 4.4.2 mettra en évidence l'importance relative de ces relations, c'est-à-dire que nous pourrions connaître quelles variables ou facteurs contribuent le plus aux variations des perceptions du milieu organisationnel. La première section sera donc composée presque uniquement de tableaux alors que la deuxième comprendra l'analyse.

4.4.1 Quels facteurs sont reliés aux différentes composantes du milieu

organisationnel?

Les tableaux suivants rendent compte de toutes les corrélations. Les astérisques indiquent les corrélations qui sont significatives à .01 et .05 et qui seront retenues pour l'étape statistique suivante.

Les attitudes et la motivation des fonctionnaires face à la langue seconde ont été mesurées grâce à l'échelle CI adaptée de la batterie d'instruments de Gardner. Les résultats indiquent que, dans l'ensemble, les fonctionnaires ont une attitude positive envers la langue seconde et semblent motivés à en faire l'apprentissage. Les deux composantes qui semblent les plus favorables sont:

- a) la motivation intégrative;
 - b) l'attitude devant l'apprentissage de la langue seconde.
- Deux autres composantes, tout en étant favorables, sont un peu moins positives:

- a) l'attitude envers les Canadiens-Français;
 - b) l'intérêt suscité par une langue étrangère.
- Deux autres composantes sont encore moins clairement positives:

- a) la motivation instrumentale;
- b) l'encouragement de la famille et des amis.

Enfin, une seule composante est nettement défavorable:

- l'anxiété rattachée à l'usage de la langue seconde.

Une étude plus attentive des réponses à chacun des énoncés nous a permis de nuancer ces résultats. Les éléments restent positifs dans l'ensemble mais il semble qu'un bon nombre de fonctionnaires ne seraient pas motivés à apprendre le français s'ils n'y étaient pas obligés et préféreraient étudier dans un autre domaine. La motivation des fonctionnaires serait peut-être plus instrumentale qu'intégrative.

On a vu que les fonctionnaires ressentent des tensions dans les situations où ils doivent parler français. Leurs réponses ne varient pas beaucoup selon les différentes situations présentées dans les énoncés. Les répondants expriment un peu plus fortement leur désaccord aux item qui portent sur le calme et l'assurance que leur accord aux item qui portent sur l'anxiété et la tension.

L'absence de normes ne permet pas de comparaisons; est-ce que ces fonctionnaires sont plus ou moins motivés pour l'apprentissage du français que la moyenne des Canadiens-anglais? Il est difficile de se prononcer sur l'intensité de leur motivation. L'intérêt pour l'apprentissage est sûrement présent et aucune attitude négative envers la langue française et les Canadiens-français ne ressort.

Cependant, les réponses à certains énoncés laissent croire que leur motivation n'est pas indépendante des circonstances organisat-ionnelles ou socio-politiques qui l'entourent. On constate en effet, qu'un bon nombre de fonctionnaires préféreraient faire un apprentissage autre que celui du français. On peut se demander si la motivation à apprendre n'est pas en bonne partie suscitée par les exigences linguistiques du poste qu'ils veulent occuper même s'ils ne croient pas être intéressés seulement à cause de cela. D'ailleurs, la moitié des fonctionnaires disent qu'ils n'apprendraient pas de langue seconde si cela n'était pas requis.

Il semble qu'on peut conclure qu'aucun élément ne prépare négativement les fonctionnaires à entreprendre l'apprentissage du français (sauf, peut-être, l'inconfort et la tension liés à l'utilisation), que les attitudes sont plutôt positives mais que la motivation est peut-être moins intégratives qu'elle n'apparaît au premier coup d'oeil; d'autant plus qu'il est peut-être difficile pour le fonctionnaire d'avouer qu'il s'intéresse à l'apprentissage du français surtout parce qu'il y est obligé.

plus ambivalentes lorsqu'on leur demande s'ils préféreraient utiliser leur temps et leurs énergies à un apprentissage différent.

4.3.4 L'attitude envers l'autre groupe ethnique

La plupart des énoncés recueillis à peu près le même score; les fonctionnaires percevaient les Canadiens-français plus positivement que négativement. Un seul item amène des réponses plus partagées; il s'agit de l'aspect amical, "friendly" des Canadiens-français.

4.3.5 L'intérêt suscité par une langue étrangère

Ici aussi, les fonctionnaires se disent intéressés à connaître une langue nouvelle; ils ne sont pas certains qu'ils iraient jusqu'à apprendre plusieurs langues étrangères et sont plus intéressés par la possibilité de communiquer verbalement que par les activités écrites. Cependant, un item recueille beaucoup d'ambivalence (score moyen: 3.6, écart-type: 1.6); les fonctionnaires ne croient pas tous qu'ils feraient l'apprentissage d'une deuxième langue si cela n'était pas requis.

4.3.6 L'encouragement de la famille et des amis

Les membres de la famille et les amis semblent communiquer au fonctionnaire qu'il doit essayer d'apprendre le français; c'est la réponse la plus positive. Leurs comportements ne sont pas aussi clairs; plusieurs fonctionnaires ne ressentent pas d'aide ou d'encouragement actifs. On laisse entendre que le fonctionnaire doit apprendre la langue seconde à cause de sa carrière et non parce qu'on se doit d'apprendre le français au Canada.

Si on examine plus attentivement les réponses détaillées à chacun des énoncés, on découvre certaines nuances à propos de chacune des composantes (voir l'Appendice 3, section 3.1.3).

4.3.1 La motivation intégrative

Les fonctionnaires semblent davantage motivés à cause de besoins de contacts interpersonnels: être plus à l'aise avec les Canadiens-français, pouvoir rencontrer plus de personnes, qu'à cause de raisons plus abstraites: pouvoir apprécier l'art et la littérature canadienne-française ou participer à des activités culturelles de ce groupe ethnique.

4.3.2 La motivation instrumentale

Les fonctionnaires sont davantage motivés parce que l'apprentissage leur sera utile pour obtenir un bon emploi et parce qu'ils seront plus informés que parce qu'ils auront plus de chances à être respectés. Il semble que le score de cette composante est moins élevé que celui de la motivation intégrative surtout à cause d'un énoncé (item 65). Cet énoncé amenait davantage de protestations probablement parce qu'il présentait les raisons instrumentales d'apprendre la langue seconde à l'exclusion des raisons intégratives: "l'apprentissage du français est important seulement parce que j'en ai besoin dans mon travail futur".

4.3.3 L'attitude devant l'apprentissage de la langue seconde

Les réponses les plus positives sont soit des réactions aux énoncés négatifs du type: "Je déteste le français", "c'est une perte de temps", soit des expressions d'intérêt pour l'apprentissage d'une langue qu'on juge importante. Les réponses sont moins clairement positives en ce qui concerne le processus de l'apprentissage; les fonctionnaires se disent intéressés à apprendre mais ne sont pas nécessairement heureux du fait d'étudier. Les réponses sont encore

TABLÉAU 4.3-1-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES: attitudes et motivations

VARIABLES	(No)*	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
1. Motivation intrinsèque	C1	184	4.92	0.87	
2. Motivation instrumentale	C2	185	4.26	0.74	
3. Attitudes devant l'apprentissage de la langue seconde	C3	185	4.88	0.78	
4. Attitudes envers l'autre groupe ethnique	C4	185	4.66	0.78	
5. Intérêt suscité par une langue étrangère	C5	185	4.61	0.84	Tous 3.5
6. Encouragement de la famille et des amis	C6	184	4.14	1.07	
7. Anxiété rattachée à l'usage de la langue seconde dans la vie quotidienne	C7	165	4.11	1.06	

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

- l'encouragement de la famille et des amis.

- la motivation instrumentale

moins clairement positives:

Les deux autres composantes, tout en étant favorables, sont

- l'intérêt suscité par une langue étrangère

4.3 QUELLES SONT LES ATTITUDES ET MOTIVATIONS DES FONCTIONNAIRES ANGLOPHONES AVANT FACE A LA LANGUE SECONDE?

Ces variables ont été mesurées au moyen de l'échelle CI adaptée de l'échelle d'attitudes et de motivation de Gardner. Cet instrument est décrit dans la section 3.3 et les variables sont définies dans la section 3.1 du chapitre troisième. Le tableau 4.3.1 de la page suivante présente la synthèse des scores obtenus à chacune des composantes. Pour connaître tous les résultats statistiques à chacun des item de l'échelle, voir l'Appendice 3, section 3.1.3.

A la lecture du tableau 4.3-1, on se rend compte que, dans l'ensemble, les fonctionnaires ont une attitude positive envers la langue seconde et semblent motivés à en faire l'apprentissage. Le seul élément qui est nettement défavorable, est le sentiment qu'éprouve le fonctionnaire lorsqu'il a à utiliser la langue seconde. Plusieurs répondants se disent nerveux, mal à l'aise, tendus lorsqu'ils doivent parler français. Le taux de réponse est un peu moins élevé pour cette composante, probablement parce que certains fonctionnaires n'utilisent jamais le français, et l'écart-type est plus élevé aussi. Cet élément semble dépendre davantage des caractéristiques personnelles de chacun et des expériences vécues dans ce domaine.

Parmi les autres composantes, celles qui semblent les plus favorables sont:

- La motivation intégrative

- l'attitude devant l'apprentissage de la langue seconde

Les éléments un peu moins positifs, mais tout de même favorables sont:

- l'attitude envers les canadiens-français

RESUME DE LA SECTION 4.2

Avant d'analyser les attitudes et motivations des 189 fonctionnaires anglophones de l'échantillon AVANT les PFL, nous avons tenté de déterminer qui sont ces personnes : quelles sont leurs principales CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES et leurs principaux TRAITS PSYCHOLOGIQUES individuels ?

Dix caractéristiques socio-biographiques ont été examinées brièvement :

- a) le groupe d'âge de ces personnes
- b) leur sexe
- c) leur niveau d'éducation
- d) la catégorie professionnelle à laquelle ils appartiennent
- e) leur catégorie de salaire
- f) leur statut professionnel AVANT les PFL
- g) leur date d'entrée dans un PFL la première fois
- h) leur niveau de compétence linguistique
- i) leur ministère employeur
- j) leur lieu de départ au PFL

Les traits psychologiques individuels que nous avons décrits brièvement sont :

- a) les aptitudes et connaissances linguistiques de ces fonctionnaires telles qu'établies au test MLAT et au Test de classement
- b) leurs traits de personnalité tels qu'établis au 16 PF de Cattell
- c) les dimensions de leur concept de soi mesurées par le TSCS de Fitts
- d) leurs valeurs instrumentales telles qu'inventoriées par le "Value Survey" de Rokeach

TABEAU 4.2-5-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES : valeurs ROKEACH

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Honnête	(ROK 27)	88	4.39	3.28	
Responsable	(ROK 35)	88	6.21	4.12	
Capable	(ROK 21)	88	6.94	3.86	
Large d'esprit	(ROK 20)	87	8.13	4.79	
Indépendant	(ROK 29)	86	8.41	5.08	
Courageux	(ROK 24)	88	8.54	4.47	
Almant	(ROK 32)	87	8.64	5.13	
Ambitieux	(ROK 19)	88	8.73	5.29	
Mal. de soi	(ROK 36)	88	9.09	4.85	
Logique	(ROK 31)	87	9.86	4.81	Tous 9.5
Indulgent	(ROK 25)	88	10.10	4.63	
Gai	(ROK 22)	88	10.15	4.53	
Intellectuel	(ROK 30)	88	10.22	5.61	
Serviable	(ROK 26)	88	10.52	3.97	
Imaginatif	(ROK 28)	88	10.69	5.07	
Polit	(ROK 34)	88	11.76	4.50	
Propre	(ROK 23)	88	13.03	4.57	
Obéissant	(ROK 33)	88	15.52	3.65	

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

L'accord entre les répondants est plus grand au sujet de la servabilité et de l'obéissance.

Dans l'ensemble, il semble que ces fonctionnaires valorisent davantage des caractéristiques qui ont un lien avec l'indépendance, la maturité, la compétence plutôt qu'avec la dépendance, les bonnes manières... Il est important de ne pas oublier que ces résultats n'impliquent pas nécessairement que les fonctionnaires rejettent les valeurs qu'ils placent dans les derniers rangs. Selon Rokeach (1973), les individus auraient tendance à choisir en premier les caractéristiques idéales c'est-à-dire celles qu'ils essaient le plus d'avoir et, en dernier, soit des caractéristiques qui leur apparaissent plus artificielles, soit celles qu'ils possèdent depuis longtemps.

4.2.2.4 Valeurs instrumentales

Ces variables ont été mesurées à partir du "Value Survey" de Rokeach. Elles sont définies dans la section 3.1 et l'instrument est décrit dans la section 3.3 du chapitre troisième. Le tableau 4.2.5 de la page suivante présente le rang moyen suivant lequel les fonctionnaires ont classé les différentes valeurs instrumentales.

A la lecture de ce tableau, on notera sans doute que les cinq caractéristiques les plus valorisées chez les fonctionnaires anglophones AVANT sont:

- honnête

- responsable

- capable

- large d'esprit

- indépendant

Parmi ces valeurs, l'accord entre les répondants est plus évident au sujet de l'honnêteté et de la compétence (indices de dispersion). Par contre, les cinq caractéristiques les moins valorisées sont:

- serviable

- imaginatif

- poli

- propre

- obéissant

TABLEAU 4.2-4-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES: concept de sol

VARIABLES	(No) *	Nombre de répondants	Moyennes	Ecart-type	Score de référence**
Identité (FVAR 1)	10	127.1	7.65	60	150
Satisfaction de sol (FVAR 2)	10	104.30	16.53	30	150
Sol person- nel (FVAR 6)	10	64.70	9.05	20	90
Sol social (FVAR 8)	10	71.40	6.86	30	90
Conflit total (FVAR 12)	10	30.70	7.04	0	80
Conflit net (FVAR 13)	10	-11.90	14.81	-60	80
Variation (FVAR 14)	10	45.70	20.00	0	110
Distribution (FVAR 16)	10	109.60	19.58	30	220

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

Ces variables ont été mesurées à l'aide du "Tennessee Self

Concept Scale" (TSCS). Elles sont définies dans la section 3.1 du

chapitre troisième. Le tableau 4.2-4- de la page suivante rend compte de la synthèse des scores obtenus à chacune de ces dimensions.

Etant donné que le nombre de répondants n'est que 10, nous ne pouvons conclure que ces données correspondent à l'ensemble de

l'échantillon. Ces scores ne sont utilisés que pour comparer les

échantillons des trois études AVANT, PENDANT, APRES (cf. section 3.2

du chapitre troisième). Bien que ces scores sont très près des normes,

ils n'apparaîtront pas dans les interrelations des variables indépendantes et dépendantes.

TABLÉAU 4.2-3- (suite)

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES : personnalité (16 PF)

VARIABLES	(No)	Nombre de répondants	Moyennes	Ecart-type	Score de référence
Détendu - tendu (696)	189	6.17	2.24		
Anxiété - et (697)	189	5.28	2.05		
Intro. - extrov. (698)	189	5.81	2.03		
Emotif - et (699)	189	3.20	1.79		
Dépend. - indép. (700)	189	4.47	2.16		

TABLÉAU 4.2-3-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES : personnalité (16 PF)

VARIABLES					Score de référence**
(No)*	Nombre de répondants	Moyennes	Ecart-type		
Réserve - ouvert (681)	189	6.28	2.00		
Intel. sup. - Intel. inf. (682)	189	6.56	1.81		
Emotif - stable (683)	189	5.78	1.82		
Humble - pèremp. (684)	189	5.69	1.78		
Sobre - insouc. (685)	189	4.12	1.78		
Im. conf. - conscienc. (686)	189	5.76	2.09		
Timide - aventure. (687)	189	4.46	2.23		
Inflexib. - doux (688)	189	7.23	2.38		
Confiant - soup. (689)	189	4.83	1.96		
Pratique - imag. (690)	189	5.92	2.27		
Direct - prespic. (691)	189	4.33	1.94	Tous 5.5	
Placide - craintif (692)	189	6.73	2.67		
Conform. - chérch. (693)	189	6.28	2.19		
Social - indép. (694)	189	2.38	2.01		
Désinv. - m. sol (695)	189	5.00	1.73		

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

4.2.2.2 Traits de personnalité

Ces variables ont été mesurées au moyen du Questionnaire de personnalité de Cattell (16 PF). Le tableau 4.2-3- de la page suivante présente la synthèse des données.

Dans l'ensemble, les scores moyens obtenus se situent très près du score de référence (5.5). Les scores qui s'éloignent le plus de 5.5 sont :

- inflexible - doux (7.23)
- social - indépendant (2.38)
- niveau d'émotivité (3.20)

Deux autres scores s'éloignent quelque peu de 5.5 :

- sobre - insouciant (4.12)
- placide - craintif (6.73)

TABLÉAU 4.2-2-

Moyennes et indices de dispersion (écart-type) pour chacune des variables de l'ETUDE AVANT

VARIABLES: aptitudes et connaissances linguistiques

VARIABLES	(No)*	Nombre de répondants	Moyennes	Ecart-type	Score de référence**	Test de classement	
						compréhension auditive	compréhension écrite
	(67)	145	12.01	7.58	-		
	(68)	145	2.88	2.89	-		
<u>MLAT</u>							
Number learning	(75)	187	30.45	9.45	29.7		
Phonetic script	(76)	187	22.55	4.16	23.0		
Spelling clues	(77)	187	16.96	8.55	16.8		
Words in sentences	(78)	187	20.53	7.47	26.8		
Paired associa- tes	(79)	187	12.82	5.92	16.4		

* Ce numéro réfère aux numéros et sigles utilisés dans les imprimés d'ordinateurs des Appendices 3 et 4.

** Ce score de référence représente le score moyen de l'échantillon sur lequel ces mesures ont été standardisées ou bien le point milieu de l'échelle utilisée.

- "paired associates"

Le tableau 4.2-2- de la page suivante présente la synthèse des scores moyens obtenus à ces 4 tests.

L'absence de normes pour le "Placement Test" ne nous permet pas de situer ce groupe de fonctionnaires quant à leurs habiletés linguistiques. Si nous comparons la somme des scores moyens obtenus au test MLAT (103.34) à la somme des scores de référence (112.7), on constate que ce groupe de fonctionnaires se situe légèrement en bas de la moyenne quant à leurs habiletés linguistiques AVANT d'entreprendre un PFL.

4.2.2 Quels sont les principaux TRAITS PSYCHOLOGIQUES individuels des fonctionnaires anglophones AVANT?

Nous présentons successivement dans les pages qui suivent les résultats sur les:

- aptitudes linguistiques
- traits de personnalité
- dimensions du concept de soi
- valeurs instrumentales

des fonctionnaires anglophones de l'échantillon AVANT.

4.2.2.1 Aptitudes linguistiques

Ces variables ont été mesurées au moyen de deux tests:

a) "Placement test" composé de deux sous-tests:

- Compréhension auditive
- Compréhension écrite

b) MLAT "Multiple Language Aptitude Test" composé de cinq sous-tests:

- "number learning"
- "phonetic script"
- "spelling clues"
- "words in sentence"

TABLÉAU 4.2-1- (suite)

Caractéristiques socio-biographiques des
fonctionnaires de l'échantillon AVANT (189 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
<u>Legon de départ (classement)</u>			
1. Legon 1 (niveau I)	63	44.1%	44.1%
2. Legon 7 (niveau I)	46	32.2%	76.2%
3. Legon 17 (niveau I)	21	14.7%	90.9%
4. Début (niveau II)	11	7.7%	98.6%
5. Legon 60 ens. péd. (niv. II)	2	1.4%	100%
6. Début (niveau III)	0	0%	100%
7. Aucune Legon part.	0	0%	100%
8. Non réponse	46	-	-
<u>Total</u>	189		

TABLERAU 4.2-1- (suite)

Caractéristiques socio-biographiques des
fonctionnaires de l'échantillon AVANT (189 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
<u>Principaux ministères ou départements employeurs de ces gens</u> (12 principaux)			
1. Défense nationale (civil)	14	7.0%	7.0%
2. Santé nationale et Bien-être social	13	7.0%	14.0%
3. Musées nationaux du Canada	13	7.0%	21.0%
4. Statistiques Canada	13	7.0%	28.0%
5. Approvisionnements et Services	12	6.0%	34.0%
6. Environnement	9	5.0%	35.0%
7. Industrie et Commerce	9	5.0%	44.0%
8. Revenu national (Impôt)	9	5.0%	49.0%
9. Main-d'oeuvre et Immigration	8	4.0%	53.0%
10. Agriculture	6	3.0%	56.0%
11. Archives publiques	6	3.0%	59.0%
12. Autres	77	41.0%	100.0%
13. Non réponse	0	-	-
<u>Total</u>			189

TABEAU 4.2-1- (suite)

Caractéristiques socio-biographiques des
fonctionnaires de l'échantillon AVANT (189 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
8. 25,000. - 27,999.	11	6.8%	96.3%
9. 28,000. et plus	6	3.7%	100%
10. non réponse	27	-	-
Total	189		
Statut professionnel AVANT les PFL			
1. désigné	45	24.1%	24.1%
2. nomination conditionnelle (interne à la Fonction publique)	142	75.9%	100%
3. non réponse	2	-	-
Total	189		
Première fois dans un PFL			
1. avant sept. 73	40	21.2%	21.2%
2. après sept. 73	149	78.8%	100%
3. non réponse	0	-	-
Total	189		
Niveau de compétence linguistique			
1. très fort	18	10.1%	10.1%
2. fort	73	41.0%	51.1%
3. moyen	61	34.3%	85.4%
4. faible	26	14.6%	100%
5. non réponse	11	-	-
Total	189		

TABLEAU 4.2-1- (suite)

Caractéristiques socio-biographiques des
fonctionnaires de l'échantillon AVANT (189 anglophones)

Caractéristiques	Fréquence	% de l'échantillon	% cumulé
<hr/>			
5. non réponse	11	-	-
Total	189		
<hr/>			
1. haute direction	2	1.1%	1.1%
2. scientifiques et spécialistes	21	11.4%	12.4%
3. cadres adm. et agents du service extérieur	78	42.2%	54.6%
4. techniciens	9	4.9%	59.5%
5. soutien administratif	63	34.1%	93.5%
6. exploitation	12	6.5%	100%
7. non réponse	4	-	-
Total	189		
<hr/>			
1. \$ 4,000. - 6,999.	23	14.2%	14.2%
2. 7,000. - 9,999.	31	19.1%	33.3%
3. 10,000. - 12,999.	18	11.1%	44.4%
4. 13,000. - 15,999.	27	16.7%	61.1%
5. 16,000. - 18,999.	12	7.4%	68.5%
6. 19,000. - 21,999.	18	11.1%	79.6%
7. 22,000. - 24,999.	16	9.9%	89.5%
<hr/>			
1. \$ 4,000. - 6,999.	23	14.2%	14.2%
2. 7,000. - 9,999.	31	19.1%	33.3%
3. 10,000. - 12,999.	18	11.1%	44.4%
4. 13,000. - 15,999.	27	16.7%	61.1%
5. 16,000. - 18,999.	12	7.4%	68.5%
6. 19,000. - 21,999.	18	11.1%	79.6%
7. 22,000. - 24,999.	16	9.9%	89.5%

* Voir le rapport du Groupe B pour une description plus détaillée de ces caractéristiques.

e) gagnent en moyenne

- moins de \$10,000 dans 33.3% des cas
- de \$10,000 à \$18,999 dans 35.2% des cas
- \$19,000 et plus dans 31.5% des cas

Nous avons examiné aussi quelques autres caractéristiques:

statut professionnel AVANT les PFL, le niveau de compétence linguistique, le ministère employeur, etc. Le lecteur intéressé à ces aspects est référé aux tableaux 4.2.1.

4.2.1 Quelles sont les CARACTÉRISTIQUES SOCIO-BIOGRAPHIQUES des fonctionnaires anglophones AVANT?

La description détaillée des caractéristiques socio-biographiques de l'échantillon PENDANT se trouve, rappelons-le, dans le rapport du Groupe de recherche B. Néanmoins, pour faciliter la lecture et la compréhension de nos résultats, nous avons cru utile de rappeler brièvement ces caractéristiques (voir le tableau 4.2-1- des pages suivantes).

En résumé, les 189 fonctionnaires anglophones de l'échantillon AVANT:

a) se retrouvent en majorité (80%) dans les groupes d'âge

- 26 à 35 ans (21.4%)
- 36 à 45 ans (30.5%)
- 46 à 55 ans (28.3%)

b) se répartissent en

- 117 hommes et
- 63 femmes

(9 personnes n'ont pas répondu à cette question!)

c) ont fait des études de niveau post-secondaire et universitaire dans plus de 70% des cas.

d) se retrouvent en majorité dans la catégorie professionnelle

- cadres administratifs (42.2%)
- et soutien administratif (34.1%)

Qui sont les fonctionnaires anglophones dont nous venons de décrire les perceptions de leur milieu de travail? Quelles sont leurs caractéristiques socio-biographiques (âge, sexe, groupe professionnel, etc.) et leurs principaux traits psychologiques individuels (personnalité, aptitudes linguistiques, concept de soi, etc.)? C'est ce que nous décrivons brièvement dans la présente section.

Cette description, présentée sous forme de tableaux, sera forcément très sommaire, l'objectif de notre étude n'étant pas de faire une analyse approfondie en soi de la personnalité, des valeurs et autres caractéristiques personnelles du fonctionnaire canadien. Ces variables, variables indépendantes, ont été incluses dans notre schéma expérimental pour, rappelons-le, nous permettre de mieux comprendre et d'expliquer les perceptions des fonctionnaires de leur milieu de travail AVANT les PPL. Ce n'est qu'à ce titre que leur description est essentielle dans cette section.

Les résultats que nous présentons ont été établis à l'aide des statistiques descriptives habituelles: fréquences ou moyennes selon le cas, indices de dispersion (écart-type), etc.⁴⁶. Lorsque c'était nécessaire, nous avons indiqué aussi un "score de référence": score à partir duquel peut se faire l'interprétation des résultats à une variable.

46 Le lecteur est référé au "Manuel SPSS" 11 (1975) pour la description des techniques statistiques et des programmes informatiques utilisés pour le calcul de ces résultats.

Les éléments vis-à-vis desquels les perceptions sont partagées sont:

- a) les comportements ou gestes venant de l'autorité pour supporter l'usage de la langue seconde;
- b) le renforcement de l'usage par les francophones;
- c) le support normatif du groupe visant l'utilisation;
- d) la possibilité d'utilisation ultérieure du bagage linguistique acquis au Bureau des langues.

En conclusion:

- a) bien que le haut niveau d'adhérence au groupe de travail devrait faciliter le changement, il semble que la plupart des membres du groupe ne soient pas toujours convaincus de l'utilité du français et que les normes pouvant supporter l'utilisation de cette langue ne soient pas claires;
- b) bien que l'attitude de l'autorité supporte la motivation à devenir bilingue, il semble qu'il y ait une carence quant aux gestes concrets qui faciliteraient l'utilisation de la langue seconde;
- c) l'information reçue par les fonctionnaires pourrait être améliorée, à la fois en ce qui concerne les motifs d'identification des exigences linguistiques des postes et aussi au sujet du type de programme et de la façon dont il se déroule;
- d) le peu de contact avec la langue seconde, avant d'entreprendre la formation, ne facilite pas le changement.

Dans l'ensemble, il apparaît que les rapports entre les besoins réels de la tâche et les exigences linguistiques officielles devraient être plus étroits, qu'on devrait s'assurer davantage de la conviction des gens impliqués à propos du bien-fondé de ces mesures et apporter de meilleures structures permettant de supporter l'utilisation de la langue seconde.

Etant donné que les différents éléments de l'organisation dans laquelle vit un individu peuvent avoir une influence sur sa motivation à changer, nous avons mesuré les variables du milieu organisationnel qui étaient les plus susceptibles d'être en relation avec la façon dont le fonctionnaire envisage sa formation linguistique. Ces variables ont été mesurées au moyen du "questionnaire sur le contexte organisationnel" (Echelle B1) qui s'adressait à l'ensemble des 189 fonctionnaires anglophones de l'échantillon AVANT. Ces résultats ont été complétés par une analyse qualitative des réponses aux entrevues individuelles auprès d'un sous-échantillon (41 fonctionnaires anglophones).

L'analyse factorielle nous a permis de regrouper les différents éléments en huit facteurs; cinq autres composantes ont été isolées à partir de principes théoriques. Les questions, en entrevue, portaient sensiblement sur les mêmes éléments. Les résultats de l'échelle B1, éclairés par ceux de l'entrevue, nous ont permis de diviser les éléments en trois groupes selon qu'ils sont plus ou moins favorables à la préparation du fonctionnaire avant d'entreprendre sa formation linguistique.

Les éléments favorables sont:

- a) Le haut niveau d'adhérence au groupe de travail;
- b) L'attitude favorable des supérieurs;
- c) L'utilité de la langue seconde avec le public et dans les relations interpersonnelles avec les collègues francophones;
- d) La perception positive du programme de formation linguistique.

Les éléments défavorables sont:

- a) Le peu de contact avec la langue seconde avant d'entreprendre la formation;
- b) Le peu d'utilisation de la langue seconde par les francophones eux-mêmes;
- c) Le manque d'utilité de la langue seconde pour accomplir la tâche;
- d) Le manque d'information venant du Bureau des langues;
- e) Les failles dans l'application de la loi sur le bilinguisme.

fournit n'est pas complète et précise pour tous les fonctionnaires. On fait de nouveau face au fait qu'il faudrait :

- justifier davantage les raisons de devenir bilingue et d'utiliser la langue seconde;

- donner des informations plus complètes, de façon plus personnelle, à la fois sur ces raisons et sur la façon dont le programme se déroule : prévenir à l'avance du début du cours, expliquer les méthodes et les conditions d'enseignement et d'évaluation afin que l'adaptation du fonctionnaire se fasse plus sagement.

"Plus les caractéristiques du changement s'accordent aux modèles existants, plus on l'accepte".

Le changement désiré est assez radical puisque les fonctionnaires ont très peu de contact avec la langue seconde avant d'entreprendre leur formation linguistique et ce, autant en dehors que dans le milieu de travail où le français est peu nécessaire pour accomplir la tâche et où même les francophones parlent surtout anglais. Si les anglophones étaient davantage convaincus des avantages de parler français, on pourrait mettre en place des structures permettant aux francophones de leur donner davantage de support.

"Plus un membre est influent et prestigieux, plus il peut déclencher un changement chez les autres"

L'attitude des supérieurs est favorable à la formation linguistique et à l'utilisation du français. Cependant, il semble que leurs comportements ne soient pas toujours consistants avec cette attitude. Plusieurs supérieurs sont passifs devant les mesures à prendre pour encourager l'usage et le rendre plus intégré au travail; on a vu que la plupart se contentent de parler français dans les moments de détente. La nécessité de parler français pour tout travail en relation avec le supérieur immédiat pourrait aussi apporter du support à la motivation des fonctionnaires, mais les personnes en autorité sont toutes anglophones ou bilingues. Le message reçu par les fonctionnaires semble donc: il est important que vous appreniez le français parce qu'on se doit d'être bilingue dans la Fonction publique et que votre poste est désigné bilingue mais la plupart du temps, on peut se passer de la langue seconde pour accomplir nos fonctions. Ici encore, on voit qu'il faudrait:

- vérifier les besoins linguistiques réels de la tâche;
- dans les cas où ces besoins existent réellement, apporter une structure de support pour que les gens en autorité établissent des conditions qui faciliteraient l'utilisation.

"Informez sur les circonstances qui motivent un changement et sur la planification de ce changement"
peut diminuer les résistances".

Les motifs à l'origine du changement (devenir bilingue) ne sont pas clairs pour tous les fonctionnaires puisque plusieurs considèrent que la langue seconde n'est pas très utile pour la tâche à l'intérieur du bureau et que la loi est appliquée trop rigide sans toujours tenir compte des besoins réels. De plus, même si l'organisation du Bureau des langues est jugée assez efficace, l'information qu'elle

- Les perceptions sur la possibilité d'utilisation ultérieure du bagage linguistique acquis au Bureau des langues.

Reprenons les quatre propositions théoriques mentionnées en introduction:

"Le degré d'appartenance facilite le changement à condition que les comportements visés s'intègrent aux normes du groupe".

On a vu qu'il n'y avait pas de problème au sujet du niveau d'adhérence au groupe de travail; il s'agit même de l'élément le plus positif. Cependant, ce groupe est, la plupart du temps, à majorité anglophone. Or, les anglophones ont des perceptions mitigées sur l'utilité réelle de la langue seconde pour accomplir leur travail sauf pour ceux qui ont affaire au public. Plusieurs fonctionnaires sont critiques devant la façon suivant laquelle la loi sur le bilinguisme est appliquée. De plus, les normes visant l'utilisation du français ne sont pas complètement claires; on accepte que des collègues utilisent le français mais, si on a des problèmes, il va de soi qu'on demande d'utiliser l'anglais. Le support venant des francophones n'est pas non plus évident. Si la majorité des anglophones étaient convaincus de la nécessité d'utiliser le français, le fait d'appartenir à un groupe qui partage cette conviction viendrait supporter les efforts que les fonctionnaires ont à fournir pour réaliser leur formation linguistique. Il semble qu'il y aurait:

- à vérifier si les exigences linguistiques sont vraiment en accord avec les besoins de la tâche;

- dans les cas où les exigences sont justifiées, à rencontrer les personnes concernées afin de vraiment échanger sur le bien-fondé de ces mesures.

- a) Les points forts sont:
- Le haut niveau d'adhérence au groupe de travail;
 - l'attitude favorable des supérieurs;
 - l'utilité de la langue seconde avec le public et dans les relations interpersonnelles avec les francophones;
 - la perception positive du programme.
- b) Les points faibles sont:
- Le peu de contacts avec la langue seconde avant d'entreprendre la formation;
 - Le peu d'utilisation de la L2 par les francophones eux-mêmes;
 - Le manque d'utilité de la langue seconde pour accomplir la tâche;
 - Le manque d'informations venant du Bureau des langues;
 - Les failles dans l'application de la loi.
- c) Les points moins clairs sont:
- Les comportements ou gestes venant de l'autorité pour supporter l'usage de la langue seconde;
 - Le renforcement mitigé de l'usage par les francophones;
 - Le support normatif visant l'utilisation;

- La perception du Bureau des Langues et des Informations

qu'il dispense: Les avis sont partagés à propos de l'organisation quoique les réponses sont un peu plus près du positif. C'est surtout au sujet de l'information reçue que les fonctionnaires expriment des critiques. En entrevue, seulement le tiers des fonctionnaires jugent l'organisation vraiment efficace; les autres la trouvent plus ou moins efficace ou carrément inefficace surtout à cause du manque d'information et de communication.

- Le degré d'accord entre les exigences linguistiques

et la tâche: Ici aussi, les réponses sont peu claires; il semble que les exigences linguistiques ne sont pas toujours assez près des besoins réels et concrets de la fonction. En entrevue, lorsqu'on demande aux fonctionnaires s'ils se sentent en sécurité devant les exigences linguistiques au retour de leur formation, près de 40% expriment de l'indifférence parce qu'ils sont convaincus qu'ils n'auront presque jamais à utiliser le français. A la question portant sur la loi sur le bilinguisme, 20% des fonctionnaires la jugent irréaliste, 20% s'opposent à l'aspect obligatoire de la formation alors que 30%, tout en acceptant la loi, croient que son application est trop rigide et non fonctionnelle.

4.1.3 Quels sont les points forts et les points faibles des conditions du milieu organisationnel

En résumé, si on tempère et on éclaire les résultats de l'échelle BI par ceux de l'entrevue, on peut diviser les éléments du milieu organisationnel en points forts, faibles et obscurs.

- Le support normatif à l'usage de la langue seconde:

Il n'y a pas de sanction attribuée aux francophones qui tiennent à parler français, cependant la norme du groupe veut qu'on demande aux francophones de parler anglais étant donné que les anglophones ont plus de difficulté dans la langue seconde. En entrevue, la question était différente: quelle est l'attitude de vos collègues face à l'apprentissage du français? Pour l'ensemble de l'échantillon, les attitudes étaient surtout favorables mais pour le sous-groupe à majorité anglophone, l'attitude des anglophones était plus défavorable que favorable. Il semble donc que les anglophones n'ont pas de réticence à ce que les francophones parlent leur langue maternelle mais en ont davantage lorsqu'il s'agit d'utiliser le français eux-mêmes.

d) Les éléments peu clairs étaient:

- Le renforcement de l'usage de la langue seconde: les

collègues et les gens du public francophones ne se montrent pas impatients lorsque les anglophones essaient de parler français. Par ailleurs, ils ne manifestent pas clairement qu'ils apprécient ces efforts et ils ont tendance à continuer la conversation en anglais. Probablement parce que c'est plus simple et plus rapide. Le renforcement de l'usage semble donc très mitigé. En entrevue, on découvre que, dans les milieux à majorité anglophone, 75% des francophones sont très favorables à l'utilisation du français mais seulement 37% des réponses indiquent des comportements qui soutiennent cette attitude; les francophones parlent français dans les moments de détente et aident les anglophones lorsque ceux-ci ont besoin de leurs connaissances linguistiques. Ici aussi, le renforcement n'est pas clairement présent.

- Les occasions d'être en contact avec des francophones au

travail: Les fonctionnaires travaillent dans un milieu à majorité anglophone: 65 à 80% des collègues sont

anglophones. En entrevue, les réponses vont dans le même sens: 66% ont des collègues surtout anglophones; 22% ont des collègues des deux langues et 12% ont des collègues surtout francophones. Même si 25 à 35% des collègues sont francophones, il faut se demander jusqu'à quel point ils utilisent le français.

- Les comportements des francophones: on a vu qu'en

général, les francophones n'insistent pas beaucoup pour qu'on s'adresse à eux en français. En entrevue, on apprend que dans les milieux à majorité anglophone, les francophones n'utilisent pas le français pour le travail; certains parlent français dans les conversations informelles.

c) Les éléments partagés étaient:

- L'utilité de la langue seconde pour la vie de l'organisation:

à l'échelle B1, on exprimait que le français pouvait être utile pour le travail avec le public et pour les relations interpersonnelles avec les francophones; cette langue n'est pas utile pour les aspects du travail qui impliquent des relations avec le supérieur; les réponses sont ambivalentes au sujet de tous les autres aspects de la tâche. En entrevue, on dit que le français pourrait être utile, mais qu'il n'est pas vraiment nécessaire sauf pour les tâches avec le public. La raison invoquée est que tous les collègues sont anglophones ou bilingues. On croit que le français serait surtout utile dans les relations avec les francophones parce que cela pourrait permettre un rapprochement.

naires estiment que cet apprentissage ne sera pas suffisant et qu'il n'est pas assez adapté aux situations de travail.

b) Les éléments les plus défavorables étaient:

- L'usage de la langue seconde au travail: la tâche des fonctionnaires les amène très peu à utiliser le français ou à être en contact avec cette langue. Il leur arrive parfois d'avoir à comprendre un francophone, mais très rarement de devoir lire ou parler en français et jamais d'avoir à écrire. Aucune question de l'entrevue ne portait sur cet aspect; ici encore, les résultats de l'échelle B1 semblent suffisamment clairs pour conclure qu'effectivement les fonctionnaires n'ont presque pas à utiliser le français pour remplir leurs fonctions avant d'entreprendre leur formation.

- L'usage de la langue seconde en dehors du milieu de travail: les réponses sont encore plus claires ici. Les fonctionnaires échangent très rarement en français avec des membres de leur famille, des connaissances ou des amis et lisent à peu près jamais dans cette langue; il leur arrive rarement de regarder la télévision. Ici aussi, aucune question, en entrevue, ne portait spécifiquement sur cet aspect; cependant, lorsqu'on demande aux fonctionnaires de nommer les éléments qui seraient les plus favorables, 8% des gens interviewés mentionnent les stimuli linguistiques en dehors du milieu de travail. Il semble donc que le fait d'avoir eu l'occasion d'être en contact avec le français serait un avantage au moment de s'inscrire au cours.

Si nous reprenons les différents facteurs de l'échelle B1,

on a vu que :

a) Les éléments les plus favorables étaient :

- Le niveau d'adhérence au groupe de travail : aucune question de l'entrevue ne portait sur cet aspect; cependant, cet élément est le plus clairement positif; les fonctionnaires partagent donc, en général, les buts de leur groupe et y sentent de la coopération et de l'estime.

- L'attitude un peu plus favorable que défavorable des supérieurs : selon les fonctionnaires, les gens en autorité endossent la politique du bilinguisme; en entrevue, la question portait sur le supérieur immédiat, 75% des fonctionnaires ont un supérieur anglophone; il semble que les deux tiers de ces supérieurs ont une attitude favorable. Au questionnaire, les réponses sont partagées au sujet des gestes que posent les supérieurs pour encourager l'utilisation du français; on recueille, en entrevue, des résultats plus clairs: les supérieurs sont favorables mais passifs; le geste qu'ils posent est surtout de parler français dans les moments de détente.

- Les attentes vis-à-vis de l'apprentissage : les fonctionnaires croient qu'ils apprendront le français; leurs réponses sont plus claires au sujet des activités réceptives: comprendre le français parlé et lire que lorsqu'il s'agit de parler et d'écrire. En entrevue, les commentateurs sont plus négatifs car, tout en croyant qu'ils apprendront une certaine dose de français et que cet apprentissage sera un bon départ, plusieurs fonction-

Ce qui semble surtout faire problème est:

- le fait que plusieurs fonctionnaires ne soient pas convaincus de la nécessité d'utiliser le français;
- la passivité des supérieurs et des collègues dans ce domaine;
- les faillies de l'organisation;
- au Bureau des langues;
- au sein du ministère à propos de l'application de la loi.

4.1.2.2 Les données de l'entrevue individuelle viennent-elles confirmer ou éclairer les résultats de l'échelle BI?

Les entrevues ne s'adressant qu'à un sous-échantillon de fonctionnaires, nous utiliserons ces données surtout pour éclairer les résultats quantitatifs de l'échelle BI. Il ne s'agit pas de comparer les chiffres comme tels mais plutôt de vérifier si les tendances sont les mêmes et de se servir des commentaires des fonctionnaires pour mieux comprendre leurs perceptions et leurs évaluations sur l'échelle en six points.

Bien qu'il y ait beaucoup de recoupements entre les questions des deux instruments, on mettait davantage l'accent sur l'aspect psychopédagogique dans les entrevues alors que, dans le questionnaire, une plus grande proportion de questions portaient sur les conditions de l'environnement organisationnel. Ceci peut expliquer que, dans l'ensemble, on recueille davantage de réponses portant sur des éléments favorables au moyen des entrevues qu'au moyen du questionnaire. On a vu, en effet, que les fonctionnaires avaient une perception plutôt positive du programme, des professeurs et des méthodes avant d'entre-

prendre leur formation.

d) L'état d'esprit du fonctionnaire

A ce point de vue, les sentiments sont plus partagés. Les perceptions sont positives par rapport au programme, aux professeurs, aux méthodes et les fonctionnaires se sentent généralement en confiance face à l'apprentissage à faire. Selon eux, il semble que l'organisation du Bureau des langues gagnerait à être améliorée et que l'application de la loi sur le bilinguisme serait trop rigide; près de la moitié des fonctionnaires interviewés croient même que la loi est irréaliste et s'oppose à l'aspect obligatoire de la formation linguistique.

Les avis sont partagés au sujet de l'utilisation possible, au travail, de ce qui est enseigné; certains croient que leur apprentissage sera un bon départ alors que les autres pensent que ce qui est enseigné n'est pas adapté aux situations de travail. Au sujet des exigences linguistiques, la moitié des fonctionnaires sentent qu'ils seront adéquats, un petit nombre éprouve de l'inquiétude et près de 40% expriment soit de l'indifférence, soit le fait que le français ne sera pas utilisé de toute façon.

L'état d'esprit en général reflète ces deux pôles: la moitié n'éprouve aucune difficulté à entreprendre le programme alors que l'autre moitié expriment soit de l'inquiétude face à l'adaptation nécessaire au retour au travail, soit de la réticence à cause de l'inutilité du français pour la tâche.

En résumé, on peut dire que les éléments les plus positifs sont liés à l'aspect pédagogique, les éléments les plus négatifs, aux aspects organisationnel et socio-politique. Les éléments sont à la fois positifs et négatifs en ce qui regarde les aspects plus personnels et les réactions des membres du milieu organisationnel face à la loi sur le bilinguisme.

Dans l'ensemble, les éléments positifs dominent et ceci est plus clair à propos des conditions de l'environnement qu'en ce qui regarde l'état d'esprit du fonctionnaire.

c) Les conditions de l'environnement organisationnel

Lorsqu'on demande aux fonctionnaires de nommer spontanément les éléments positifs et négatifs qui ont une influence sur la façon dont ils entreprennent le programme, ils ont tendance à donner davantage de réponses positives. Ce qui aide le plus un certain groupe de fonctionnaires, c'est leur degré de motivation personnelle, l'attitude de leurs supérieurs devant leur formation et les occasions d'être en contact avec la langue seconde en dehors de leur milieu de travail. Les autres éléments positifs recueillis aux questions plus précises sont :

- l'efficacité possible de l'usage du français;
 - l'utilité du français dans les relations interpersonnelles avec les collègues francophones;
 - l'attitude des supérieurs et des collègues devant la politique du bilinguisme.
- Les réponses sont plus partagées à propos :

- de la nécessité d'utiliser le français;
- des comportements des supérieurs et des collègues;
- des comportements des supérieurs et des collègues qui permettaient de supporter cet usage.

TABLÉAU 4.1-2- (suite)

Synthèse des réponses aux entrevues des fonctionnaires anglophones AVANT

Conditions de l'environnement:							
- les éléments positifs et négatifs évoqués spontanément	- perception de l'utilité de la langue seconde au travail:	- nécessité	- efficacité	- contacts avec collègues	- perception de l'attitude des supérieurs:	- attitude	- comportements
Nombre	Eléments positifs	Eléments négatifs	Réponses de positifs	Réponses négatives	Réponses ambiv. et indiffér.		
219	69.9	30.1					
105	50.5	49.5					
104	75	25					
61	88.5	11.5					
43	69.7	30.2					
52	57.7	42.3					
56	66.1	33.9					
49	42.8	57.1					
689	66.2	33.8					
1175	62.3	36.9					
TOTAL							0.8
SOUS-TOTAL							

TABLÉAU 4.1-2-

Synthèse des réponses aux entrevues des fonctionnaires anglophones AVANT

État d'esprit du fonctionnaire
au moment de son entrée dans
le PFL:

Nombre de réponses	Eléments positifs	%	Eléments négatifs	%	Réponses ambiv. et indiffér. %
-	87	52.8	47.1		
-	en général				
-	perception du programme	66	62.1	34.9	3
-	perception de l'organisa- tion du Bureau des langues	48	31.2	68.7	
-	perception des professeurs	53	96.2	3.8	
-	perception des méthodes	42	85.7	14.3	
-	perception de l'utilisation possible (au travail) de ce qui est enseigné	46	47.9	52.1	
-	perception de soi, niveau de confiance, face à l'apprentissage à faire	41	68.3	29.2	2.4
-	perception de soi face aux exigences linguistiques de la tâche, de retour	45	48.9	37.7	13.3
-	perception de l'application du bilinguisme dans la fonction publique	58	25.9	74.1	
Sous-total					
	486	56.8	41.4		1.8

L'analyse de contenu a permis de classer les réponses en trois catégories: les éléments favorables, défavorables et les aspects peu clairs ou qui entraînent des réponses ambivalentes.

Le tableau 4.1-2 présente la synthèse des éléments qui ont une influence positive, négative ou qui se situent entre les deux. Les pourcentages indiquent la proportion des réponses positives ou négatives par rapport à l'ensemble des réponses recueillies à une question donnée. Pour connaître les réponses précises à chaque question, voir l'Appendice 2, section 2.1.

En résumé, les questions de l'entrevue portaient sur:

a) L'état d'esprit du fonctionnaire au moment de son entrée en formation:

- état d'esprit en général;

- perception du programme;

- perception de l'organisation du Bureau des Langues;

- perception des professeurs;

- perception des méthodes;

- perception de l'utilisation possible, au travail, de ce qui est enseigné au Bureau des Langues;

- perception de soi face aux exigences linguistiques de la tâche au retour dans le milieu de travail;

- perception de l'application du bilinguisme dans la Fonction publique.

b) Les conditions psycho-sociales de l'environnement organisationnel du fonctionnaire:

- les éléments positifs et négatifs évoqués spontanément par le fonctionnaire;

- perception de l'utilité de la langue seconde au travail;

- perception de l'attitude et des comportements des supérieurs et des collègues.

Les opinions sont partagées. Il semble que les exigences linguistiques ne soient pas toujours en accord avec la tâche.

Composante 13: l'absence de support des francophones à l'usage de la langue seconde (item 63, 67, 70)

Les conditions sont plus défavorables que favorables. Ce sont surtout les collèges francophones immédiats qui n'insistent pas pour qu'on s'adresse à eux en français; le public francophone insiste un peu plus ainsi que certains fonctionnaires des autres ministères.

4.1.2 Quels sont les éléments importants qui ressortent de ces résultats

Dans cette section, nous rendrons compte des données qualitatives des entrevues individuelles, nous comparerons ces données aux résultats de l'échelle BI et nous dégagerons les points forts et les points faibles qui ressortent de cette comparaison.

4.1.2.1 Que disent les fonctionnaires anglophones, à propos du milieu organisationnel, lorsqu'ils peuvent s'exprimer en entrevue individuelle?

Les entrevues individuelles avaient pour but de fournir des données "témoin" sur les éléments de l'environnement de travail du fonctionnaire qui le prédisposent positivement ou négativement à l'endroît de la formation linguistique. Elles permettent à l'individu de s'exprimer davantage en complétant ses réponses par des commentaires. 41 fonctionnaires anglophones ont participé volontairement à cette entrevue. Ces fonctionnaires faisaient partie du grand échantillon de l'étude AVANT et l'entrevue s'est déroulée à la même période que la passation des tests et questionnaires.

Composante 9 : Les attentes vis-à-vis des résultats de l'apprentissage (item 11 à 14)

Les fonctionnaires ont, en général, une perception positive du programme de formation linguistique. Cependant, ils s'attendent davantage à pouvoir comprendre le français parlé et lire dans cette langue qu'à pouvoir parler français; ils sont moins certains qu'ils pourront écrire en français.

Composante 10 : La perception du Bureau des Langues et du degré d'informations qu'il dispense (item 2 à 5)

En ce qui regarde l'organisation du Bureau des Langues, le peu de variation dans les réponses semble indiquer que la plupart des fonctionnaires la jugent plus ou moins efficace; leurs réponses sont, toutefois, un peu plus près de l'efficacité.

A propos des informations reçues, la variation est plus grande et les fonctionnaires ne sont pas d'accord entre eux pour les juger adéquates et suffisantes autant par rapport au contenu du cours qu'aux méthodes d'enseignement et d'évaluation.

Composante 11 : Le pourcentage de collègues anglophones (item 15)

Les fonctionnaires ont peu d'occasions d'entendre le français et d'essayer de le parler étant donné que peu de leurs collègues immédiats sont francophones (0 à 20%).

Composante 12 : Le désaccord entre les exigences linguistiques du poste et la tâche à accomplir (item 21)

Le taux de réponses est un peu moins élevé à cet item (76%). L'énoncé ne s'appliquait peut-être pas à tous les fonctionnaires (par exemple, ceux qui changent de fonction après leur formation quittent peut-être un poste qui demeure unilingue). Parmi ceux qui ont répondu,

Composante 7: la résistance à quitter le groupe de travail (item 26 à 28 ou 29 à 31)

En général, les fonctionnaires ne résistent pas à quitter leur groupe de travail. Ceux-ci se divisaient en 2 groupes:

- ceux qui ne quittent pas réellement leur groupe; ils répondent selon la situation hypothétique où ils auraient à quitter (résistance virtuelle);

- ceux qui quittent réellement leur groupe; ils répondaient selon la situation réelle (résistance actuelle).

Le premier groupe résiste davantage que le second. Pour les 2 groupes, les raisons de résister sont surtout personnelles et non professionnelles. Dans l'ensemble, ce qui apparaît favorable est que le fait de quitter le groupe ne semble pas conditionner négativement les fonctionnaires à entreprendre leur apprentissage. Le taux de réponses est cependant moins élevé pour ces item, indiquent que certains fonctionnaires n'auraient pas une image claire de la situation.

Composante 8: l'usage de la langue seconde en dehors du milieu de travail (item 88 à 91)

Les fonctionnaires sont peu en contact avec le français dans leur milieu familial et social; ils conversent très rarement en français avec des membres de leur famille, avec des connaissances ou amis et lisent très peu dans cette langue. Il leur arrive rarement d'écouter la télévision ou d'aller au cinéma ou à des spectacles présentés en français.

Composante 5 : l'usage de la langue seconde au travail, avant d'entre-

prendre la formation linguistique

Les conditions sont peu favorables. Dans l'exécution de leurs tâches, les fonctionnaires ont parfois à comprendre le français parlé, moins souvent à lire ou à parler et rarement à écrire le français.

Composante 6 : l'absence de support normatif du groupe de travail à l'usage de la langue seconde (item 76 à 79, 83 à 87)

Les conditions se partagent à peu près également entre favorables et défavorables. Les réponses les plus positives sont des expressions de désaccord aux énoncés qui expriment des conditions très négatives :

- en réunion, les anglophones prennent généralement le temps de faire clarifier une idée exprimée en français s'ils ne l'ont pas comprise;

- les francophones ne sont pas obligés d'utiliser l'anglais pour obtenir ce qu'ils veulent;

- les francophones qui insistent pour parler français ne sont pas isolés.

Donc, il ne semble pas y avoir beaucoup de sanctions liées à l'utilisation du français.

La norme qui supporte le moins l'utilisation est la suivante :

- Les anglophones trouvent correct de faire parler les francophones en anglais s'ils ont de la difficulté en français.

- Ils donnent l'exemple en faisant des efforts pour apprendre le français;
- Les efforts pour utiliser le français sont en accord avec leur ligne de pensée;

Les conditions moins positives sont liées au fait:

- qu'il semble qu'on ne fait pas beaucoup au sein du ministère pour faciliter l'usage;
- qu'il n'est pas toujours clair que l'usage du français est une priorité pour le ministère.

Composante 4: l'absence de renforcement de l'usage de la langue seconde (item 64 à 66, 68, 69, 71 à 73)

Les réponses sont partagées et semblent dépendre de l'expérience personnelle de chaque fonctionnaire. Les conditions un peu plus positives sont:

- Les fonctionnaires francophones ne se montrent pas intolérants ou impatients lorsqu'un anglophone s'adresse à eux en français;
- Les collègues francophones du même groupe de travail semblent apprécier qu'on s'adresse à eux en français.

Les conditions un peu plus négatives sont:

- Les gens du public francophone ont tendance à continuer en anglais lorsqu'un anglophone s'adresse à eux en français;
- Les fonctionnaires francophones en général ont cette même tendance.

Les réponses sont légèrement moins positives pour:

- Les relations d'amitié;

- Le prestige du groupe.

Composante 2: l'utilité de la langue seconde pour la participation à la vie de l'organisation (item 53 à 61)

Les sentiments sont partagés à ce sujet. On perçoit que le français serait utile surtout pour:

- Les contacts avec le public francophone;

- comprendre les comportements et les attitudes des collègues francophones;

- permettre un rapprochement avec ces collègues.

Le français ne serait pas utile:

- pour connaître l'évaluation des supérieurs;

- pour recevoir des mandats des supérieurs.

Les réponses sont ambivalentes en ce qui concerne le travail avec les collègues et les subalternes.

Composante 3: l'absence de support de l'autorité à l'usage de la langue seconde au travail (item 44 à 51)

L'élément le plus positif est l'attitude des supérieurs:

- Ils sont favorables à l'utilisation du français;

La composante 10:

L'organisation du Bureau des langues semble un peu plus efficace qu'inefficace, mais les fonctionnaires ne s'entendent pas sur le degré d'information reçue;

La composante 12:

Les exigences linguistiques semblent plus ou moins en accord avec la tâche à accomplir;

La composante 4:

L'usage de la langue seconde est plus ou moins renforcé par les francophones; ceux-ci ne semblent pas réagir clairement;

La composante 2:

L'usage de la langue seconde est plus ou moins utile selon les circonstances.

En examinant les réponses à chacun des items, on peut obtenir encore plus de précisions sur chaque composante.

Composante 1: L'adhérence au groupe de travail (item 33 à 43).

Les réponses les plus positives portent sur:

- L'attachement aux buts du groupe et l'utilité de son rôle:

- Le degré de coopération qui y règne et le respect accordé à l'individu.

Les conditions qui semblent les plus défavorables sont:

La composante 11:

Les fonctionnaires ont peu d'occasions d'être en contact avec la langue seconde au travail étant donné que, en général, 65 à 80% de leurs collègues sont anglophones;

La composante 8:

Les fonctionnaires ont peu de contact avec la langue seconde en dehors de leur milieu de travail;

La composante 5:

La tâche des fonctionnaires, avant d'entreprendre le programme, leur demande très peu de connaissance de la langue seconde sauf, occasionnellement le fait de comprendre le français parlé;

La composante 13:

dans l'ensemble, les francophones n'insistent pas pour qu'on s'adresse à eux en français.

Les conditions qui sont à la fois favorables et défavorables sont:

La composante 6:

Il n'y a pas de sanctions rattachées au fait qu'un francophone veuille parler français, mais les anglophones préfèrent parler anglais avec les francophones;

4.1.1.3 A quelle réalité correspondent ces résultats statistiques?

Dans l'ensemble, les conditions de l'environnement organisationnel semblent très partagées en favorables et défavorables.

Les conditions qui apparaissent les plus favorables sont:

La composante 1:

Les fonctionnaires ont, en général, une perception positive de leur groupe de travail et des buts qu'il poursuit; ils sentent qu'ils font vraiment partie du groupe;

La composante 9:

Les fonctionnaires ont une perception positive du programme de formation linguistique; ils s'attendent surtout à apprendre à lire et à comprendre le français parlé;

La composante 3:

L'attitude des supérieurs est perçue comme un peu plus favorable que défavorable;

La composante 7:

Le fait d'avoir à quitter le groupe de travail ne semble pas une entrave à l'apprentissage.

TABLEAU 4.1-1-

Synthèse des perceptions des fonctionnaires anglophones sur le milieu organisationnel

	N	Score Moyen	Ecart- type
1. adhérence au groupe de travail	156	4.45	0.72
2. utilité de la langue seconde pour la participation à la vie de l'organisation	157	3.69	0.95
3. absence de support de l'autorité à l'usage de la langue seconde au travail	155	3.05	0.88
4. absence de renforcement dans l'usage de la langue seconde	149	3.42	0.75
5. usage de la langue seconde au travail avant d'entreprendre la formation linguistique	153	2.66	1.27
6. absence de support normatif du groupe de travail à l'usage de la langue seconde	152	3.22	0.82
7. résistance à quitter le groupe de travail	140	2.95	1.07
8. usage de la langue seconde en dehors du milieu de travail	150	2.39	1.02
9. attentes vis-à-vis des résultats de l'apprentissage	158	4.04	0.89
10. perception du Bureau des langues et du degré d'information reçue	150	3.76	0.91
11. pourcentage de collèges anglophones dans le milieu de travail immédiat	155	5.01	1.37
12. désaccord entre les exigences linguistiques et la tâche	144	3.63	1.37
13. absence d'insistance, de la part des interlocuteurs de l'autre langue, à utiliser la langue seconde	155	3.93	0.80

7. la résistance à quitter le groupe de travail;

8. l'usage de la langue seconde en dehors du milieu de

travail.

b) Les composantes "a priori" sont les suivantes⁴⁴:

9. les attentes vis-à-vis des résultats de l'apprentissage;

10. la perception du Bureau des langues et du degré d'information reçue;

11. le pourcentage de collègues anglophones dans le milieu de travail immédiat;

12. le désaccord entre ces exigences linguistiques et la tâche;

13. l'absence d'insistance, de la part des interlocuteurs de l'autre langue, à utiliser la langue seconde.

4.1.1.2 Les réponses quantifiées des fonctionnaires pour chacune des composantes

Le taux moyen de réponses aux différentes composantes est de 152.8 réponses, c'est-à-dire qu'en moyenne, 80% des fonctionnaires interrogés ont répondu aux énoncés que nous conservons pour fin d'analyse. Le tableau 4.1.1 présente la synthèse des perceptions du fonctionnaire sur le milieu organisationnel. Les scores moyens sont calculés sur une échelle en six points, le score 1 signifiant le désaccord avec l'énoncé alors que le score 6 correspond à l'accord. Nous ne rendons compte ici⁴⁵ que du score moyen, de l'écart-type et du nombre de répondants.

44 Pour connaître la définition de ces composantes, voir la section 3.1 du chapitre troisième.

45 Voir l'appendice 3, section 3.1.2 pour les résultats détaillés.

4.1.1 Quelles sont les perceptions et réactions des fonctionnaires face aux différentes conditions qui entourent l'apprentissage et l'utilisation de la langue seconde?

4.1.1.1 Quels liens les variables ont-elles entre elles?

Rappelons que nous devons distinguer deux sortes de composantes dans l'échelle B1:

- Les facteurs isolés au moyen de l'analyse factorielle (8 facteurs);
 - Les composantes "a priori" c'est-à-dire celles qui sont composées de variables regroupées à partir de la théorie et de la logique ou celles qui ne comportaient qu'un seul item (5 composantes).
- a) Les composantes mises en évidence par l'analyse factorielle sont les suivantes⁴³:

1. l'adhérence au groupe de travail;
2. l'utilité de la langue seconde pour la participation à la vie de l'organisation;
3. l'absence de support de l'autorité à l'usage de la langue seconde au travail;
4. l'absence de renforcement dans l'usage de la langue seconde;
5. l'usage de la langue seconde au travail avant d'entreprendre la formation linguistique;
6. l'absence de support normatif du groupe de travail à l'usage de la langue seconde;

⁴³ Pour connaître la définition de ces composantes, voir la section 3.1 du chapitre troisième.

4.1 DANS QUEL GENRE DE MILIEU ORGANISATIONNEL SONT LES FONCTIONNAIRES
ANGLOPHONES AVANT LEUR PFL?

On a vu, dans le chapitre deuxième, que différents éléments de l'organisation peuvent avoir une influence sur la motivation du fonctionnaire à changer, c'est-à-dire, devenir bilingue, et sur la façon dont ce changement s'opère. Nous avons donc entrepris de mesurer les variables qui, théoriquement, pouvaient avoir le plus d'importance en retenant les propositions générales suivantes:

- Le degré d'appartenance à un groupe facilite le changement à condition que les comportements visés s'intègrent aux normes du groupe;

- Plus un membre est influent et prestigieux, plus il peut déclencher des changements chez les autres;

- Informer les personnes sur les circonstances qui motivent un changement et sur la planification de ce changement peut diminuer les résistances;

- Plus les caractéristiques du changement s'accordent aux modèles existants, plus on l'accepte.

Nous avons mesuré ces variables au moyen du "Questionnaire sur le milieu organisationnel", Echelle B (voir le chapitre troisième (section 3.3) pour la description de cet instrument). Ce questionnaire s'adressait à l'ensemble de l'échantillon de fonctionnaires anglophones AVANT, c'est-à-dire, 189 personnes.

CHAPITRE IV

CONDITIONS PSYCHO-SOCIALES DU FONCTIONNAIRE AVANT LE DEBUT DE SA FORMATION LINGUISTIQUE

AVANT d'entreprendre un PFL, dans quel genre de milieu de travail se trouve le fonctionnaire anglophone? Quelles sont les conditions psycho-sociales favorables et défavorables de ce milieu organisationnel par rapport à l'apprentissage et à l'utilisation éventuelle d'une langue seconde? Etc. Voici les réponses que nous avons trouvées à ces questions.

Nous parlerons d'abord des perceptions de ces fonctionnaires des différents aspects de leur milieu organisationnel reliés au bilinguisme ainsi que des commentaires qu'ils ont émis à ce sujet en entrevue individuelle, puis nous décrirons brièvement les principales caractéristiques personnelles (socio-biographiques et psychologiques) de ces personnes pour savoir QUI ils sont, ensuite nous examinons leurs attitudes et motivations face à la langue seconde et nous analyserons finalement les liens qu'ont les caractéristiques personnelles de ces personnes et leurs attitudes et motivations avec leurs perceptions de leur milieu organisationnel.

Une dernière section de ce chapitre est consacrée entièrement aux SUGGESTIONS formulées par ces fonctionnaires, à l'occasion des entrevues individuelles, par rapport aux diverses facettes des PFL et des conditions les entourant.

Conditions psycho-sociales du fonctionnaire
avant le début de sa formation linguistique

CHAPITRE IV

DEUXIÈME PARTIE

Résultats spécifiques
de chacune des études
avant, pendant, après

Rapport de l'Étude indépendante
sur les programmes de formation linguistique
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sous la direction de

Gilles Bibeau

VOLUME 4

Partie II

Recherche C

**Étude des conditions psycho-sociales
de l'apprentissage et de l'utilisation
d'une langue seconde
dans la Fonction publique du Canada**

par

Yvon Rodrigue
François Allaire
Lorraine Lebeau
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avec la collaboration de

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IFG Centre de recherche et d'évaluation

1	RAPPORT SYNTHÈSE	2	Recherche A Mécanismes et instruments d'évaluation	3	Recherche B Indices psychologiques de succès dans l'étude d'une langue seconde	4	Recherche C Parties 1 et 2 Conditions psycho-sociales de l'apprentissage et l'utilisation d'une langue seconde
5	Recherche D Les facteurs pédagogiques	6	Recherche E1 Préparation du fonctionnaire à la formation linguistique	7	Recherche E2 La suggestopédie au Bureau des Langues	8	Recherche E3 Les abandons et les retraits
9	Recherche E4 Programme des cours dans les ministères	10	Recherche E5 La recherche au Bureau des langues	11	Recherche E6 Les techniques d'enseignement	12	Recherche E7 Rapport d'entrevues avec les ministères et témoignages



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